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ABSTRACT

This monograph presents a compilation and analysis of published reviews of 142 commercially available assessment instruments and practices relevant for use in transition planning for students with disabilities. An introductory paper describes the data collection and analysis process involved in the review of instruments. It notes that analysis of reviews in test review journals found 64 percent of instruments reviewed were recommended at least to some degree and only 25 percent were not recommended by journal reviewers. Most of the instruments were criterion-referenced and designed to be administered to individuals. The bulk of the document consists of the summaries of individual measures. Information provided for each instrument includes: title; publisher; date; author; review information (complete citations of any reviews); cost; administration time; assessment description; assessment format; assessment type; examiner requirements; skills or materials required; recommended uses; focus of assessment; population characteristics (norming population, age equivalents, applicable population); technical aspects (reliability, validity, norming information); and recommendations including applicable transition outcome areas, reviewer recommendations, and general comments. Indexes by assessment focus and transition outcome areas are provided. (DB)

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Review of Transition-Related Assessment Instruments

EC304688

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INTRODUCTION

The Individuals with Disabilities Education Act (P.L. 94-142) and its amendments of 1983, 1986, and 1990 have focused on the rights of children and youths with disabilities to a free and appropriate public education. The latter amendments call specific attention to the transition of students from school to post-school environments. The determination of appropriateness has remained a challenge to those who seek to prepare students to achieve relevant and valued post-school outcomes. At the heart of making such a determination lies the assessment of student skills and abilities. Often, however, little regard is given to the relevancy of assessment practices to specific post-school outcomes, especially in the area of vocational evaluation. Further, the relevancy of specific assessment practices to particular ethnic or disability groups has been problematic. In addition, the abundance of assessment instruments and practices often serves to confuse rather than simplify the task of identifying relevant, valid, and reliable ways to assess and predict what students can and cannot do.

This monograph has been developed with one purpose in mind: to help clarify and organize an abundance of assessment information from the perspective of transition planning. Transition Research Institute faculty and staff analyzed published reviews of 142 assessment instruments relevant for use in transition planning. A description of the review process is included in Chapter 1, "A Review of Commercially Available Assessment Instruments Relevant to Transition Planning." Information collected on each of the assessment instruments is presented in Chapter 2.

Paula D. Kohler

Teresa A. Dais

Chapter One

A Review of Commercially Available Assessment Instruments Relevant to Transition Planning

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A Review of Commerically Available Assessment Instruments Relevant to Transition Planning

Over the past fifteen years, major shifts have occurred in the delivery of assessment services to students in secondary special education. Initially, assessment instruments focused on student deficits with respect to learning or behavior, and assessments were typically conducted in school-based academic environments (Ysseldyke, Algozzine, & Thurlow, 1992). However, these assessments generally failed to meet students' individual or specific instructional needs. Further, students with disabilities have not historically been prepared adequately for post-school environments. Numerous follow-up studies revealed that students with disabilities fared poorly when they made their transition from school to adulthood (e.g., Fairweather & Shaver, 1991; Hasazi, Johnson, Hasazi, Gordon, & Holl, 1989; Wagner, Newman, D'Amico, Jay, Butler-Nalin, & Cox, 1991).

Currently, a myriad of assessment instruments exists that are designed to be more useful in helping to prepare students with disabilities for post-school environments. Such assessments are based on student needs, interests, and preferences and are conducted in typical home, educational, and community environments (DeStefano & Wermuth, 1990). Ideally, ongoing assessment information is generated that allows educational programs to set realistic goals during transition planning that focus specifically on post-school environments (e.g., employment, post-secondary education, and related community settings).

In two previous Transition Research Institute publications, Linn and DeStefano (1986) and DeStefano, Linn, and Markward (1987) reviewed over 100 assessment instruments utilized by OSERS-funded model demonstration transition projects. Through these reviews, the authors identified 12 areas of student characteristics and competencies as those most frequently assessed by model demonstration transition projects. These areas included general ability, special aptitude, vocational skills, academic skills, language skills, adaptive behavior, social skills, career interest, survival skills, daily living skills, motor skills or dexterity, and lifestyle or consumer satisfaction (DeStefano, et al. 1987; Linn & DeStefano, 1986).

This monograph represents an extension of this previous work. The purpose of the present investigation was to identify assessment instruments and practices relevant to transition planning for students with disabilities. Specifically, this paper presents a review of 142 assessment instruments and practices relevant to transition planning.

Method

Procedure

A survey of OSERS-funded model demonstration transition programs and a search of test review journals were conducted to identify assessment instruments and practices relevant to transition. The majority of the assessment instruments were identified and reviewed from the 9th, 10th, and 11th editions of Buros Mental Measurements Yearbook (Mitchell, 1985; Conoley, & Kramer, 1989; Kramer & Conoley, 1992), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (Bolton, 1988), and Test Critiques, Volume VII (Keyser & Sweetland, 1988).

To be selected for inclusion in the review protocol, assessment instruments were screened according to three criteria. Specifically, an instrument had to be:

(1) Applicable to individuals with disabilities.
(2) Relevant to a transition outcome area.
(3) Relevant to individuals of transition age.

Instruments that focused specifically on academic achievement and intelligence were excluded from the review process. Also, instruments that were included in the previous TRI assessment volumes (i.e., Linn & DeStefano, 1986; DeStefano et al., 1987) were not included in this volume unless they had been revised.

Instrumentation

An Assessment Information Data Form was developed to gather specific information from assessment instruments identified in test review journals (see Appendix A). This form included the following information:

(1) General assessment information, including title, publisher or developer, cost, date of publication or development, administration time, assessment format, assessment type, examiner, skills or materials required, and recommended uses.

(2) Focus of assessment practice, including applicable assessment populations, applicable age groups, applicable gender groups.

(3) Technical aspects of assessment, including evidence of reliability and validity, norming standards, reviewer recommendation, and applicable transition outcome areas.

Data Collection

A two-step process was used to establish reliability in data collection. Specifically, it was necessary that instrumentation terms, tasks, and processes be clarified in order to obtain accurate and reliable information from reviewers. A draft data collection form was developed. Using this draft, the first author reviewed four assessment instruments. Subsequently, two graduate students each reviewed two of the four instruments. The second author then assessed reliability among the data collected. From this analysis, the data collection instrument was modified and specific definitions and criteria were developed for each item.

To familiarize reviewers with instrumentation terms, tasks, and processes, training sessions were conducted with nine Transition Research Institute graduate students who would conduct the assessment reviews. During the first session, the authors presented the data collection form and discussed the definition and criteria for each item. Review tasks, processes, and timelines also were presented. One assessment review, selected from the Eleventh Mental Measurements Yearbook (Kramer & Conoley, 1992), was given to each graduate student as a training exercise. The nine graduate students independently reviewed this instrument. One week later, a second training session was conducted to assess reliability among the trainees and the authors with respect to the review of the "practice" instrument. Data collected by each student were discussed item by item until agreement and understanding were reached by all participants.

Subsequently, seven assessments from the test review journals were randomly assigned to each of the nine graduate students for analysis. The first author was responsible for reviewing the remaining instruments. To assess reliability of data collection, two reviews completed by each student were randomly selected and reviewed independently by the first author. Any disagreements on the Assessment Information Data Form were noted and subsequently resolved by the two reviewers with reference to the test review journal. If reliability was particularly low, (e.g., less than 75% item by item) reliability was assessed for the other reviews conducted by the particular student. The same procedure was used by the second author to assess reliability of those reviews conducted by the first author. Four documents were selected at random. Reliability ranged from 85% to 92% for the four documents.

Data Analysis

Descriptive statistical analyses were used to compile the information obtained from the assessment instruments and practices. In particular, descriptive statistics were used to describe:

(1) The frequency of each assessment format (e.g., individual, group).

(2) The frequency of each assessment type (e.g., norm-referenced, criterion-referenced).

(3) The type of examiner qualifications required (e.g., no restrictions, restrictions).

(4) The assessment focus.

(5) Frequency of including specific ethnic populations in the norming process.

(6) Frequency with which assessment instruments were identified fer use with specific disability populations.

(7) Frequency with which each of seven possible transition outcome areas was identified.

(8) The frequency to which reviewers recommended assessment instruments.

Findings

The findings from this review are reported in two sections: general information and recommendations.

General Information

This section reports information regarding the publisher, reviewer, assessment format, assessment type, examiner qualifications, focus of assessment, population characteristics, and applicable assessment populations.

All 142 assessment instruments included in this review were published, however, only 97% were formally reviewed in professional test review journals. Regarding assessment format, 83 (58%) of the assessment instruments were administered individually and 31 (22%) administered to groups; 28 (20%) were administered to both individuals and groups. With respect to assessment type, 46% were criterion-referenced, 26% norm-referenced, and 23% other. Other referred to self-evaluation inventories and checklists. Of the total, 8 assessments were both criterion-referenced and norm-referenced assessment instruments. Further, with respect to administration, half of the instruments required no restrictions for administration and half required special materials or skills of the examiner.

Regarding assessment focus, 34 instruments (24%) focused on vocational skills or aptitudes; 28 (20%) on career interest; 18 (13%) on social skills, personality, and daily living and other survival skills, respectively; 18 (13%) on adaptive behavior; 16 (11%) on affective behavior; 14 (10%) on expressive and receptive language; 8 (6%) on academic achievement; 3 (2%) on perceptual motor; and 2 (1%) on hearing. Several standardized assessment instruments had more than one focus.

With respect to population characteristics, ethnicity of the norming population was not identified in the test review journal for 84% of the standardized assessment instruments. Anglo-Americans were identified as the primary norming group in 13 (9%) of the instruments. African-Americans were included in the norming group in 10 (7%) of the assessments, Hispanics in 8 (6%), Oriental or Pacific Islanders in 3 (2%), and Native Americans in 1 instrument. Reviewers indicated that 6 instruments included "all others" in the norming process. In some situations, review information included the primary norming population, as well as other populations in the norming process. In other cases, only the primary norming population was indicated. Thus, the percentages of each population do not total 100.

For 30% of the instruments, the target population was not identified in the review. For 25% of the instruments, reviewers indicated that the instrument could be used on populations other than those specified as the primary target. Of those for which the applicable population was specified, 22% included individuals with severe to profound mental retardation; 19%, severe emotional disturbance; 17%, mild mental retardation; 16%, moderate mental retardation; 14%, specific learning disability; 9%, traumatic brain injury; 7%, orthopedic impairment; 6%, deaf, multihandicapped, and speech impairment; 5%, visual handicap; 4%, deaf-blind, hearing impairment, and autism; and 2% other health impairment.

Recommendations

Recommendations were identified for two areas: (a) applicable transition-outcome areas, and (b) recommendations of the reviewers included in the test review journals.

The Individuals with Disabilities Education Act Amendments of 1990 (IDEA) suggested that transition planning focus on seven post-school activities (outcomes): postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. IDEA also specified that transition-related assessments be conducted to assist in the development of appropriate educational programs. Thus, it was particularly important that through this review of assessment instruments, specific assessment practices relevant to the target outcomes be identified. As part of this analysis, Transition Research Institute reviewers indicated for which of the seven outcomes the assessment instruments might be appropriate. Findings revealed that 21% of the assessment instruments were relevant to the outcome of postsecondary education, 72% for vocational training, 34% for competitive or supported employment, 21% for independent living, 20% for community participation, 17% for continuing or adult education, and 8% for adult services. Several standardized assessment instruments were relevant to more than one transition outcome area.

Finally, recommendations made by the reviewers in the test review journals were reported. A substantial majority of the assessment instruments were recommended by reviewers: 64% were recommended at least to some degree and 11% were highly recommended. Of the 142 instruments, 36 (25%) were not recommended by the reviewers.

Summary

Most of the assessment instruments included in our review were criterion-referenced and were designed to be administered to individuals. A myriad of these instruments focused on vocational skills or aptitudes, as well as career interests. In most instances, the norming population was not disclosed in the published review. The majority of assessment instruments appeared relevant to the transition outcome of vocational training, and many instruments appeared useful also to planning for the other transition outcomes identified in IDEA. An overwhelming majority of the assessment instruments we identified were recommended in the published reviews.

The purpose of this investigation was to identify commercially available assessment instruments relevant to planning transition services for students with disabilities. We sought to extend the work presented in two previous Transition Research Institute monographs focused on student assessment. Instruments or tests included in those previous monographs were not included in this volume (i.e., Linn & DeStefano, 1986; DeStefano et al., 1987).

This current effort consisted of compiling information from published reviews of assessment instruments. We remind the reader that we did not review the instruments and accompanying materials per se. In some cases, an instrument was formally reviewed by two professionals, in other cases the published review included analysis by one individual.

Our data collection form was developed and used to compile the information included in the published reviews, and to present this information in a format useful to our readers. In the following chapter, this information is presented for each of the 142 instruments. We encourage our readers to use this summary as a preliminary overview of selected commercially available assessment instruments with relevance to transition planning. For additional information, we suggest that readers refer to the published review and contact the test publisher.

Ours is not an exhaustive list of available instruments, but it does represent selections from a number of professional test review journals. We suggest that those interested in identifying additional assessment materials consult such journals on a regular basis, as they provide a rich source of information and a wide range of assessment instruments and practices.

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Chapter 2

Overview of Commercially Available Assessment Instruments Relevant to Transition Planning

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AAMD Adaptive Behavior Scale (ABS)

GENERAL INFORMATION

Publisher: Publishers Test Service

Date of Publication: 1981

Author: Kazuo Nihira, Ray Foster, Max Shellhaas, and Henry Leland

Review Information:

Stephen N. Elliott, Associate Professor of Psychology, Louisiana State University, Baton Rouge, LA.

Elliott, S. N. (1989). Review of AAMD Adaptive Behavior Scale. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurement Yearbook (pp. 1-4). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1984) $15.00 per 10 tests; $9.00 per manual; $14.50 per specimen set.

Administration Time: 30-120 minutes

Assessment Description: The ABS consists of 95 items which are conceptually clustered into 21 domains (e.g., independent functioning, physical development, economic activity, responsibility).

Assessment Format: Individual

Assessment Type: Norm reference; Criterion-reference

Examiner: No restrictions

Skills or Materials Required: Not specified

Recommended Uses: The scale is used to measure children's personal independence and social skills.

Focus of Assessment: Adaptive Behavior; Social Skills; Daily Living and Other Survival Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 3-Adult

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Moderate Mental Retardation; Severe or Profound Mental Retardation; Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: The coefficient alphas are high (range 0.71 to 0.97), with the exception of the Personal Adjustment Factor.

Validity:

Concurrent: With respect to intelligence, the reviewer reported that most of the 21 ABS domains had low to moderate correlations with IQ test performances; however, correlations were not reported in the review.

Norming Information: Separate norms were provided for the three reference groups (regular, EMR, TMR) for students aged 3 through 17, with the following exceptions: no EMR norms for students 3 through 6 and no norms for regular students in the 16- to 17-year old range. The AAMD was standardized on a sample of 6,523 individuals in California and Florida ranging in ages from 3 through 17 years.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living; Vocational Training

Reviewer Recommendation: Recommended

General Comments: Elliott considered the ABS to be far superior to any other test of adaptive behavior that's currently on the market.

Achievement Identification Measure - Teacher Observation (AIM-TO)

GENERAL INFORMATION

Publisher: Educational Assessment Service, Inc.

Date of Publication: 1988

Author: Sylvia B. Rimm

Review Information:

William P. Erchul, Associate Professor of Psychology and Director of the School Psychology Program, North Carolina State University, Raleigh, North Carolina; Geoffrey F. Schultz, Associate Professor of Educational Psychology and Special Education, Indiana University-Northwest, Gary, Indiana.

Erchul, W. P., & Shultz, G. F. (1992). Review of Achievement Identification Measure - Teacher Observation. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 6-8). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $85 per set of 30 test booklets and answer sheets.

Administration Time: 10-20 minutes.

Assessment Description: AIM-TO consists of 50 statements that describe student (n=47) and parent (n=3) behaviors and attitudes. Six scores result from AIM-TO which include an overall achiever's characteristic score and 5 dimension scores in the areas of Competition, Responsibility, Achievement Communication, Independence/Dependence, Respect/Dominance.

Assessment Format: Individual

Assessment Type: Norm reference; Criterion-reference

Examiner: Restrictions

Comments: Teachers observe and rate students by using a 5-point Likert scale. The five ratings are (5) definitely, (4) more than average, (3) average, (2) to a small extent, or (1) no.

Skills or Materials Required: Teachers are required to make professional judgements regarding students' achievement levels based on the observation scores they record on the AIM-TO.

Recommended Uses: The AIM-TO is used to distinguish underachieving students from achieving students.

Focus of Assessment: Academic Achievement

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: No information is offered regarding the ethnic origin of subjects contained in the sample.

Grade Equivalent: K-12

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha reliability coefficients of .96 and .97 were established for an elementary school form and a secondary school form, respectively.

Comments: The reviewers indicated that the author/publisher must establish some level of inter-rater reliability given that scores were based on evaluations by school professionals.

Validity:

Construct: Developmental history interviews were conducted with parents of underachieving students. Such interviews resulted in the identification of two factors believed relevant in distinguishing achievers from underachievers: the ability to compete and attention addiction.

Comments: Reviewers indicated that there was no evidence to support the claims of validity.

Norming Information: The norming population consisted of 500 students drawn from rural, urban, and suburban areas located in unspecified but diverse geographical areas in the United States. No information was provided regarding socioeconomic status, ethnic origin, special education labels, etc., of subjects contained in the sample. According to the reviewers, the AIM-TO failed to report sample means, standard deviations, and standard errors of measure.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Not recommended

General Comments: Erchul reported the following: there were no data to support reliability and validity, need further development of norms, need to establish a stronger link between the assessment that AIM-TO provided and subsequent psychoeducational intervention." Schultz reported that the AIM-TO had the potential to become an appropriate screening tool for identifying significant personality and motivational traits related to learning problems and academic underachievement in students, however, it needed to be upgraded into a more rigorous version.

Adaptive Behavior Inventory (ABI)

GENERAL INFORMATION

Publisher: PRO-ED

Date of Publication: 1986

Author: Linda L. Brown and James L. Leigh

Review Information:

Selma Hughes, Ph.D., Associate Professor of Psychology and Special Education, East Texas State University, Commerce, Texas.

Hughes, S. (1988). Review of the Adaptive Behavior Inventory. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 3-9): Kansas City, Missouri: Test Corporation of America.

Assessment Description: The Adaptive Behavior Inventory (ABI) consists of five Likert-type scales of approximately 30 or more items each. Items are rated according to four criteria, based on ability to perform a specific skill. The ABI-Short form is an abbreviated version of the ABI and contains 50 items. The ABI assesses overall adaptive behavior as well as specific aspects such as self-care, communication, and social, academic and occupational skills.

Assessment Format: Individual

Assessment Type: Norm referenced

Examiner: Restrictions

Comments: Hughes stated that the appropriate person to complete the ABI is a classroom teacher or member of the professional school staff who has regular, preferably daily, contact with the student for a period of at least 4 to 6 weeks. School counselors and psychologists may also use the test to determine the presence of maladaptive as well as adaptive behaviors.

Skills or Materials Required: The ABI requires a test manual, a protocol sheet and a pen or pencil.

Recommended Uses: Hughes indicated that the ABI has the potential to be used for a variety of purposes and in a variety of settings. Hughes also reported that the manual suggests that it may be used for psychological and school-based evaluations. The test is suitable for students in both regular and special education settings within the public schools.

Focus of Assessment: Adaptive Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: Hughes indicated that race and ethnic background are taken into account, as is the language status of students.

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Moderate Mental Retardation; Severe Or Profound Mental Retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Hughes indicated that high measures of internal consistency were reported for the ABI; however, coefficients were not reported in the review.

Test-retest: Hughes stated that the test-retest reliability coefficients provided strong evidence of stability of the ABI scores when used with students without disabilities and students who have mental retardation; however, coefficients were not reported in the review.

Validity:

Content: Hughes cited the manual and stated that items were approved by a panel of experts that included practitioners and theoreticians. She concluded that the items were therefore consistent with current theory and practice. Additionally, Hughes reported that the manual presented empirical data confirming high item discrimination.

Construct: Hughes stated that the authors of the ABI had demonstrated good construct validity. A moderate correlation was reported between measures of intelligence and performance on the ABI. A moderate correlation (.35) also was reported between the ABI and tests of academic achievement. Adaptive behavior was said to be strongly related to age (ranging from .86 for the Occupational Skills scale to .96 for the ABQ-FS.)

Concurrent: Hughes stated that the ABI correlated moderately well with other adaptive behavior scales, however, correlations were not reported in the review.

Norming Information: Hughes indicated that the ABI was standardized on two normative samples and that the manual provided good descriptive data on each. There were 1,298 students of normal intelligence sampled, ranging in age from 5-0 to 18-11 years. The sample of students with mental retardation consisted of 1,076 individuals who ranged in age from 6-0 to 18-11 years. Data were gathered from 24 states, providing geographical balance.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment; Continuing and Adult Education; Adult Services; Independent Living; Community Participation

Reviewer Recommendation: Highly recommended

General Comments: Hughes referred to the ABI as "a highly useful instrument for both diagnosis and placement decision making." Hughes also reported that the ABI was good for planning interventions as well as documenting progress in programs.

Adaptive Behavior: Street Survival Skills Questionnaire (SSSQ)

GENERAL INFORMATION

Publisher: McCarron-Dial Systems

Date of Publication: 1979-1983

Author: Dan Linkenhoker and Lawrence McCarron

Review Information:

Thomas G. Haring, Associate Professor in Special Education, University of California, Santa Barbara, CA.

Haring, T. G. (1992). Adaptive Behavior: Street Survival Skills Questionnaire. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 11-14). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $210 per complete kit including 9 picture volumes ('79, 50 pages each), 50 scoring forms, 50 planning charts, Curriculum Guide ('82, 272 pages) and manual ('83, 95 pages); $13.75 per 50 scoring forms; $8.50 per 50 planning charts; $25 per Curriculum Guide; $18.25 per manual; $225 per computer software offered by publisher.

Administration Time: 45 minutes

Assessment Description: The SSSQ consists of 9 subscales. The subscales include: Basic Concepts; Functional Signs; Tools; Domestic Management; Health; First Aid and Safety; Public Services; Time; Money; and management.

Assessment Format: Individual

Assessment Type: Norm reference; Criterion-reference

Examiner: No restrictions

Recommended Uses: The SSSQ is used to assess the level of adaptive behavior of adults and youths with mild to moderate mental retardation. Adaptive behavior includes fundamental community living and prevocational skills.

Focus of Assessment: Adaptive Behavior; Daily Living and Other Survival Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The reviewer indicated that the SSSQ failed to include an analysis or description of population by ethnic, linguistic, and racial minorities.

Age Equivalents: 9.5 and over

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Moderate Mental Retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson 20 was used to assess internal consistency. The internal consistency was .97, with subtest scores ranging between .68 and .96.

Test-retest: Test-retest reliability was calculated at .99 with a range of .87 to .95 for the subtests (N = 60).

Comments: The reviewer indicated that the SSSQ offered an unusually high degree of reliability with a concomitant low standard error of measurement.

Validity:

Content: Five content selection procedures were used to determine which skills could be assessed within the multiple-choice pictorial format. Item difficulty, item discrimination, item-to-total correlation, and distractor analysis were the factors analyzed.

Construct: Construct validity was established through the analysis of intercorrelation of subtests, factor analysis, correlation with intelligence scores, and reading ability. Correlations between the subtests ranged from .32 to .78 with a mean of .55, R = .64.

Concurrent: Concurrent validity was established with correlations between the SSSQ and the San Francisco Vocational Competency Scale and the Progress Assessment Chart. The total correlation was .60.

Predictive: The relationship between the SSSQ both singly and in combination with other measures was used to predict successful placement in day activity and vocational placements.

Comments: The reviewer reported that the validity of the SSSQ was constrained on an a priori basis due to the use of multiple-choice formats with pictorial stimuli. The reviewer also indicated that the SSSQ's use in determining placements was not well supported.

Norming Information: The first group consisted of 400 adolescents and adults with developmental disabilities from 5 sheltered workshops and community employment programs in 5 states. The mean age was 25 years (range 15 to 55 years) and the mean IQ score was 58 (range 28 to 80). The second group consisted of 200 adolescents from secondary programs. The mean IQ of the high school group was 97 (range 80 to 121). The second group was assessed to provide a standard of comparison for normal young adults about to enter competitive employment who had a high probability of successful adaptation to the community.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living; Community Participation

Comments: The reviewer reported that the placement model outlined in the manual does not correspond to current best practices.

Reviewer Recommendation: Highly recommended

General Comments: Haring reported that the SSSQ is useful in planning instruction in specific reference to the items assessed within the nine subscales. Haring also reported that the technical aspects of the SSSQ appear to be sound; however, skills that are central to a more comprehensive assessment of adaptive behavior such as independence in self-help and socialization are not assessed with the SSSQ.

Adaptive Functioning Index (AFI)

GENERAL INFORMATION

Date of Publication: 1981

Author: J. T. Hull & J. C. Thompson

Review Information:

Nadine M. Lambert, Professor of Education, University of California, Berkeley, CA.; David J. Mealor, Assistant Professor of School Psychology, University of Central Florida, Orlando, FL.

Lambert, N. M., & Mealor, D. J. (1989). Review of Adaptive Functioning Index. In J. C. Cooley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 42-44). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5.20 per 10 tests.

Assessment Description: The AFI consists of three separate assessment units, including: the Social Education Test, the Vocational Check List, and the Residential Check List. Each provide a basis from which an educational and rehabilitational plan can be developed.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The AFI may be administered by direct service personnel (e.g., teachers, nurses, trainers).

Skills or Materials Required: The AFI consists of a scoring form, record form, question booklet, and administration manual.

Recommended Uses: The AFI is designed to be used by teachers, supervisors, and nurses for assessing the adaptive behavior functioning of adolescents and adults who are characterized by inadequate intellectual functioning and/or social disadvantage.

Focus of Assessment: Adaptive Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adolescents and Adults

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Moderate Mental Retardation; Severe or Profound Mental Retardation

TECHNICAL ASPECTS

Reliability:

Inter-rater: Inter-rater reliability for the Social Education Test ranged from .83 (community) to .98 (money). The Vocational Checklist ranged from .54 to .83 for untrained observers, and from .61 to 1.00 for trained observers. The Residential Check List ranged from .64 to .94.

Validity:

Comments: Lambert indicated that the validity of the AFI was inferred from factor analysis; however, the review did not include evidence of support.

Norming Information: The Social Education Tests compared scores from nine groups of subjects in different types of training centers. Three groups were used for the Vocational Check List, and four comparison groups of subjects were used for the Residential Check List.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Independent Living

Reviewer Recommendation: Recommended

General Comments: Lambert indicated that the AFI should be limited to planning rehabilitation programs rather than providing normative data for comparing individual's scores to a national or provincial standard. Mealor indicated that the AFI was a complex system with inadequate standardization and that such drawbacks may impede widespread acceptance.

Adolescent and Adult Psychoeducational Profile (AAPEP)

GENERAL INFORMATION

Publisher: Pro-Ed, Inc.

Date of Publication: 1988

Author: Gary Mesibov, Eric Schopler, Bruce Schaffer, & Rhoda Landrus

Review Information:

Lena R. Gaddis, Assistant Professor of Educational Psychology, Northern Arizona University, Flagstaff, AZ; J. Jeffrey Grill, Associate Professor of Special Education, Carroll College, Helena, MT.

Gaddis, L. R., & Grill, J. J. (1992). Review of Adolescent and Psychoeducational Profile. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 17-19). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $29 per manual (119 pages); price data for testing kit available from Residential Services, Inc., Day Program, P.O. Box 487, Carrboro, N.C. 27510.

Administration Time: 60-90 minutes per scale

Assessment Description: The profile consists of three scales: Direct Observation, Home, and School/Work. Each scale has six scores.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: A therapist in a clinical setting administers the AAPEP.

Skills or Materials Required: Interviewing skills are needed because the manual offers few guidelines.

Recommended Uses: The AAPEP assesses skills of individuals with moderate to severe mental retardation and autism.

Focus of Assessment: Lifestyle or Consumer Satisfaction; Daily Living and Other Survival Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: There was no norming information regarding population ethnicity.

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Moderate Mental Retardation; Severe or Profound Mental Retardation; Autism

TECHNICAL ASPECTS

Reliability:

Inter-rater: Inter-scorer reliability was reported at 86% agreement for 15 subjects.

Comments: The reviewers reported that the AAPEP failed to meet the minimum standards for evidence of reliability.

Validity:

Comments: The reviewers indicated that the AAPEP offered little evidence to support any aspect of validity.

Norming Information: The reviewers reported that there was limited information that the test was ever administered outside the 15 subjects. In addition, they reported that technical information, such as scale development, item selection, standardization, or even theoretical rationale for test content was not provided.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education; Community Participation

Reviewer Recommendation: Not recommended

General Comments: Gaddis reported that there are few attributes that characterize the AAPEP as a technically sound assessment instrument. Grill reported that the lack of data to support reliability and validity limits the instruments' usefulness for making decisions and for instructional planning purposes.

Adult Basic Learning Examination, Second Edition (ABLE)

GENERAL INFORMATION

Publisher: The Psychological Corporation

Date of Publication: 1986-1987

Author: Bjorn Karlsen and Eric F. Gardner

Review Information:

Annie R. Fitzpatrick, Manager of Applied Research, CTB Macmillan/McGraw-Hill, Monterey, CA; Robert T. Williams, Professor, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO.

Fitzpatrick, A. R., & Williams, R. T. (1992). Review of Adult Basic Learning Examination. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 19-23). Lincoln, NE: Buras Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $23 per examination kit containing: test booklets and directions for administration for 1 form of each of the 3 levels, hand-scorable answer sheet, Ready Score™ Answer Sheet and group record for Level 2, and SelectABLE Ready Score™ Answer Sheet; $15 per handbook of instructional techniques and materials; $15 per norm booklet; $5 per Reading Supplement; ABLE Computer Scoring™ software program also available for local computer scoring.

Administration Time: Level 1 - 15 minutes; Level 2 - 130-165 minutes; and Level 3 - 175-215 minutes.

Assessment Description: The ABLE is a multiple-choice locator test that consists of 30 items that measure verbal concepts and 15 items that measure numerical concepts.

Assessment Format: Group

Assessment Type: Norm reference

Examiner: Restrictions

Comments: ABLE is used by teachers.

Skills or Materials Required: Materials required include: test booklets, directions for administering and scoring the tests, norm booklets, supplemental materials, and handbook of instructional techniques and materials.

Recommended Uses: ABLE is designed to measure the educational achievement of adults who may or may not have completed 12 years of schooling. Also, ABLE is useful in evaluating efforts to raise the educational level of adults and determine the level most suitable for use with a particular individual.

Focus of Assessment: Academic Achievement

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The adults in the sample population were described in terms of their sex, age, race, and geographic location, but the review did not include a specific breakdown.

Age Equivalents: Adults with less than 12 years of formal schooling.

Gender: Male or female

Applicable Population(s): Adults in Adult Basic Education (ABE); Adults in Graduate Equivalency Diploma Programs (GED); Adults in prison adult basic education.

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency was established by using Kuder-Richardson formula 21. Level 1 was (<.80) for ABE/GED; Prison Group was (<.80). Level 2 was (.79) for all groups. Level 3 was (.78) for all groups. Internal consistency ranged between the low (.80s) and the low (.90s).

Comments: The acceptable reliability was .80.

Validity:

Content: The reviewers reported that the objectives measured by each level were stated and related to specific items. In addition, reviewers indicated that the content matched the assessment objectives.

Construct: Intercorrelations among the subtests of experimental forms were as follows: Level 1, ≤ .68; Level 2, ≤ .71; and Level 3, ≤ .71.

Concurrent: The ABLE was equated to the Stanford Achievement Test Series. The correlations were: Level 1, (.69 or less); Level 2, (.68 to .81); and Level 3, about (.80).

Comments: The reviewers reported that the items appeared to have been appropriate in difficulty and adult in content.

Norming Information: The sample sizes were as follows: Level 1, ABE/GED N=291; Prison Group N=565; Level 2, ABE/GED n=436; Prison Group N=472; and Level 3, ABE/GED N=474; Prison Group N=515; Vocational-Technical Group N=718. The reviewers indicated that the authors reported that demographic data suggested that characteristics of sex and race were not proportionately represented by the sample. The reviewers also reported that the ABLE was standardized by using 3,471 adults involved in 132 adult basic education and high school equivalency programs in schools, communities, and prison settings, and vocational-technical school settings for Level 3 from 41 states.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Continuing and Adult Education

Reviewer Recommendation: Highly recommended

General Comments: Fitzpatrick reported that ABLE is a useful, efficient assessment instrument that can determine the educational level of adults with limited education. Also, she reported that the ABLE and Selected ABLE are useful instruments for their intended purpose. Williams reported that the ABLE is a professionally developed instrument of high quality.

The Anser System-Aggregate Neurobehavioral Student Health and Educational Review

GENERAL INFORMATION

Publisher: Educators Publishing Service, Inc.

Date of Publication: 1980-81

Author: Melvin D. Levine

Review Information:

Robert G. Harrington, Assistant Professor in Educational Psychology & Research, The University of Kansas, Lawrence, KS; Kenneth W. Howell, Chairperson, Department of Special Education, Arizona State University, Tempe, AZ.

Harrington, R. G., & Howell, K. W. (1989). Review of The Anser System-Aggregate Neurobehavioral Student Health and Educational Review. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 77-79). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Form 3: Ages 12 plus, $7.50 per 12 copies of Form 3P; $6.50 per 12 copies of Form 3S. Form 4: Ages 9 plus, $5.75 per 10 profile forms; $5.50 per interpreter's guide; $5.50 per specimen set.

Assessment Description: The Anser System consists of a parent questionnaire covering 11 areas: family history, possible pregnancy problems, newborn infant problems, health problems, functional problems, early development, early educational experience, skills and interests, activity-attention problems, associated behaviors, and associated strengths; and school questionnaire, covering educational setting and program, available social facilities, results of previous testing and 3 checklists consisting of: performance area, activity-attention behavioral observations, and associated behavioral observations.

Assessment Format: Individual

Assessment Type: Questionnaires, Self-Evaluations, and Checklists

Examiner: Restrictions

Comments: The Anser System is intended for use by school personnel, counselors at guidance centers, independent mental health practitioners, doctors, and nurses.

Skills or Materials Required: The Anser System consists of four forms, three levels, interpreter's guide, and specimen set.

Recommended Uses: The Anser System is used as an attempt to integrate data in a variety of areas (e.g., education, health, development, and behavior) and from a variety of perspectives (e.g., parents, school personnel, and child) for children who have learning and or behavioral problems.

Focus of Assessment: Adaptive Behavior; Affective Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 12 years and over

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance; Specific Learning Disability

TECHNICAL ASPECTS

Reliability:

Comments: No evidence to support reliability was included in the review.

Validity:

Comments: No evidence to support reliability was included in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Not recommended

General Comments: Harrington suggested that before the Anser System could be recommended for use, evidence of the reliability of scale scores and profile interpretations must be demonstrated. Howell indicated that the Anser System is lengthy, not validated, and imposes hypothetical formats on data collection.

Assessment of Basic Competencies (ABC)

GENERAL INFORMATION

Publisher: Scholastic Testing Service, Inc.

Author: Jwalla P. Somwar

Review Information:

Barry P. Frost, Ph.D., Chairman, Clinical, School and Community Psychology Program, The University of Calgary, Calgary, Alberta, Canada.

Frost, B. P. (1988). Review of Assessment of Basic Competencies. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 47-57). PRO-ED: Austin, TX.

Administration Time: .5 hours

Assessment Description: The ABC consists of 11 spiral-bound books and a package containing colored cube blocks, sticks, triangles, shoe laces, a pointer, and a template to assess growth over time and to determine educational needs of children in the context of current educational organization and methods.

Assessment Format: Individual

Assessment Type: Norm reference; Criterion-reference

Examiner: Restrictions

Comments: The ABC can be administered by school counselors, psychologists, psychiatrists, diagnosticians, consultants, or other specialists.

Skills or Materials Required: The ABC requires an adequate academic background and training in the use of individualized tests.

Recommended Uses: The ABC is used for the following purposes: to obtain scores on Information Processing, Language, and Mathematics tests that are directly comparable to each other; to avoid the potentiality-achievement dichotomy by means of the general-specific attainment approach; and to provide power rather than timed tests in both diagnostic and developmental approaches to the achievements and deficits of the particular child.

Focus of Assessment: Academic Achievement

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: Preschool to Grade 9

Gender: Male or female

Applicable Population(s): Specific Learning Disability

TECHNICAL ASPECTS

Reliability:

Test-retest: Reliability coefficients varied for individual tests from .76 (Comprehending Expressions at Kindergarten level) to .96 (Comprehending Expressions at Grade 6). The means of the three coefficients (Grade 2, Grade 6, and Kindergarten) for the average of the three scales (Information Processing, Language, and Mathematics) were .97, .92 and .93, respectively.

Validity:

Content: Frost indicated that several professionals in Special Education reviewed the content design of the test with respect to its appropriateness for students with special needs.

Construct: Two dimensions were used to represent the relationships among most commonly used ability, achievement, and aptitude tests, which included process and language of communication. Frost indicated that construct validity was achieved when an analysis of the two intercorrelation matrices by TORSCA confirmed the structure as originally conceived.

Concurrent: The ABC was compared to the SRA Assessment Survey, WRAT, and teacher's ratings. The correlation coefficients varied from .19 (Observing Skills with SRA Assessment Survey Math, Grade 2) to .85 (Knowing Number and Operations with WRAT Spelling, Grade K-8 combined). The mean coefficients for all criteria with the total Information Processing, Language, and Mathematics scores were .57, .66, and .72 respectively.

Comments: Frost indicated that the author demonstrated a sound statistical base for his instrument, but if it was to replace other currently used tests, much more work on larger samples needed to be done.

Norming Information: Frost indicated that the author provided tables with the means and SDs for each of the eleven tests for children from preschool (Age 3+) through Grade 9, and the means and SDs for ages 42-180 months. Norms were derived from two empirically estimated regression relationships: Developmental Age from the estimated regression of ability on age and Grade Equivalent from the estimated regression of ability on grade level.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Highly recommended

General Comments: Frost indicated that the ABC is an innovative and appropriate instrument. Further, it is integrated and, due to its equal interval scaling, allows for the assessment of growth in a valid manner. Frost also reported that the ABC is easy to administer and highly reliable. In addition, he indicated that its construct and content validity were both sound.

Assessment of Career Decision Making (ACDM)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1985

Author: J. N. Buck and M. H. Daniels

Review Information:

Bruce J. Eberhardt, Associate Professor of Management, University of North Dakota, Grand Forks, ND; Nicholas A. Vacc, Professor and Coordinator of Counselor Education, University of North Carolina, Greensboro, NC.

Eberhardt, B. J., & Vacc, N. A. (1989). Review of Assessment and Career Decision Making. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 43-46). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska, Lincoln.

Cost: 1986 price data: $32 per 2 answer sheets including scoring service and manual (84 pages); $17.50 per manual; WPS scoring service, $4.80 or more per answer sheet.

Administration Time: 40 minutes

Assessment Description: The ACDM is a 94 item self-report instrument. The major focus is the process of career decision making.

Assessment Format: Individual and group

Assessment Type: Norm reference

Examiner: No restrictions

Comments: Scoring must be completed by WPS Scoring Service. Hand scoring is not available.

Recommended Uses: The ACDM is used to assess students' career decision-making style and progress on three career decision-making tasks.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The reviewers indicated that the representation of ethnic minorities in the normative sample was limited. Therefore, caution should be taken when using the norms to interpret the scores of minority children.

Age Equivalents: Adolescent through Adult

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients ranged from .49 to .84 for Decision-Making Styles scales and from .78 to .92 for the Decision-Making Tasks scales.

Validity:

Content: Content validity was not reported in the review.

Construct: Concurrent validity was not reported in the review.

Norming Information: Separate norms were established for males and females and individuals in various grades. The ACDM was standardized on samples of 6,550 High School and 2,495 college students.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment; Continuing and Adult Education

Reviewer Recommendation: Recommended

General Comments: Vacc reported that although the ACDM is recommended for high school and college students, it appears that the ACDM is most appropriate at the college level. Eberhardt indicated that the ACDM appears to be a useful tool for individuals interested in the career decision-making process.

Assessment of Individual Learning Style: The Perceptual Memory Task (PMT)

GENERAL INFORMATION

Publisher: McCarron-Dial System

Date of Publication: 1984

Author: Lawrence McCarron

Review Information:

Steven Ferrara, Chief, Measurement, Statistics, and Evaluation Section, Maryland State Department of Education, Division of Instruction, Baltimore, MD; Arlene Coopersmith Rosenthal, Educational Psychologist and Consultant, Olney, MD.

Ferrara, S., & Rosenthal, A. C. (1992). Review of Assessment of Individual Learning Style: The Perceptual Memory Task. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 44-48). Lincoln, NE: Boros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $280 per complete kit including carrying case containing various subtest components, 25 scoring forms, 25 alternative forms, and manual; $12 per 25 scoring forms; $7.75 per 25 alternative forms; $29 per manual.

Administration Time: 30-40 minutes

Assessment Description: The PMT consists of 52 tasks with four subtests. Three alternative subtasks are available for individuals with visual or hearing impairment and/or as a supplement to the assessment process.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The PMT is administered by special educators, rehabilitation counselors, and other professionals to diagnose strengths and weaknesses in essential memory process.

Skills or Materials Required: Sub-task performance requires visual and auditory input modalities and visual-motor output modalities.

Recommended Uses: The PMT is used to provide measures of the individual's perception and memory for spatial relationships; visual and auditory sequential memory; intermediate term memory; and discrimination of detail.

Focus of Assessment: Vocational Skills or Aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 4 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: The split-half reliability coefficient for 150 4- to 6-year old normal children was .89. For 51 neuropsychologically disabled adults the coefficient was .92.

Test-retest: Reliability coefficient for 150 4- to 6 year old normal children was .91 and for the 51 neuropsychologically disabled adults, .93.

Validity:

Content: Subtask performance was interpreted within a neuropsychological framework. Test development was based on the principle of neuropsychological functioning. However, information regarding the specific procedures used to generate and analyze the test items was not provided.

Construct: Construct validity was assessed in nine different ways including factor analysis. The PMT identified subgroups of children with learning disabilities and reflected normal development of memory skills with age.

Concurrent: Teacher ratings of students' memory functioning was assessed with music literary performance. The reviewer reported statistically significant correlations between the PMT and each of the two criterion measures, however, no coefficients were reported.

Predictive: Four studies were used to support the test's predictive validity. The studies addressed the following: ability of the PMT to predict; ability to benefit from training; vocational competency of individuals with psychiatric disabilities; and acquisition of horticultural skills and vocational competency of adults with mental retardation.

Norming Information: Developmental norms were not provided for the sample of adults with handicapping conditions; however, norms were based on 1,500 average individuals between 4 years of age and young adult.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Ferrara reported that the PMT provides an alternative to memory instruments that require oral responses. However, Ferrara also reported that the available evidence does not support interpretation and use of PMT scores for designing vocational training and educational accommodations. Rosenthal reported that users of the PMT must be cautioned against overinterpretation of subtest performance and PMT profiles of strengths and weaknesses. However, Rosenthal reported also that the studies cited yielded promising empirical data for the PMT.

Balado Bilingual Test of Listening Comprehension (BBTLC)

GENERAL INFORMATION

Developer: Carl R. Balado

Date of Development: 1991

Author: Carl R. Balado

Review Information: Not formally reviewed

Assessment Description: The BBTLC is divided into two parts: Part I, English and Part II Spanish. Each part has a total of 70 questions with multiple choice visual answers. The questions are grouped into 12 different sections: Sound Discrimination, Pronouns, Singular-Plural, Double Negatives, Comparison, Contractions, Vocabulary, Present Progressive, Past Tense, "going to," Idioms, and Retention of Facts.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The BBTLC is administered by teachers, preferably bilingual teachers.

Skills or Materials Required: Cassettes should be used if the test administrator is not fluent in both languages, and a lapse of 48 hours should be observed between the administration of Part I and Part II.

Recommended Uses: The BBTLC is used to determine language dominance and minimal language functional level, and to determine strengths and weaknesses in both English and Spanish.

Focus of Assessment: Academic Achievement; Vocational Skills or Aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: 1-12

Gender: Male or female

Applicable Population(s): Students having a primary language other than English.

TECHNICAL ASPECTS

Reliability:

Comments: No evidence to support reliability was included in the review.

Validity:

Comments: No evidence to support reliability was included in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Not formally reviewed

The Balthazar Scales of Adaptive Behavior I: Scales of Functional Independence (BSAB-I)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc., Palo Alto, CA

Date of Publication: 1983

Author: Earl E. Balthazar

Review Information:

James A. Sprunger, Ph.D., Research Analyst, Department of Mental Health, Riverside County, Riverside, CA.

Sprunger, J. A. (1988). Review of Balthazar Scales of Adaptive Behavior I: Scales of Functional Independence. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 64-69). PRO-ED: Austin, TX.

Administration Time: 60 minutes

Assessment Description: The BSAB-I is designed to measure very small differences in the self-care experiences of children and adults with severe and profound mental retardation. The BSAB-I is composed of three scales: Toileting Scale, Eating Scale, and Dressing Scale.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Comments: Sprunger reported that according to the manual, the examiner can be "any reasonably articulate person who is conscientious, alert, and accurate." However, supervision of the rater by professional or managerial personnel during examination and scoring is recommended.

Skills or Materials Required: Scoring checklist, manual

Recommended Uses: The BSAB-I can be used to identify weaknesses in eating, dressing, and toileting skills in order to provide appropriate training or treatment. It is recommended for use with children and adults with severe and profound mental retardation.

Focus of Assessment: Adaptive Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Severe or Profound Mental Retardation

TECHNICAL ASPECTS

Reliability:

Inter-rater: Reliability coefficients were .873 for the Eating Scale, .965 for the Dressing Scale, and .939 for the Toileting Scale.

Validity:

Construct: Sprunger reported that Kendall's tau, a nonparametric statistic was used in establishing the association between the BSAS-I and BSAB-II. The relationships of BSAB-I and BSAB-II were statistically significant--statistical relationships of the BSAB-I and indicators of general social coping behavior and language proficiency (BSAB-II) were established.

Norming Information: The age range of the normative sample was 5-57 years with a median age of 17.3. There were 122 subjects tested on the Eating scale, 200 on the Dressing Scale, and 129 on the Toileting Scale according to the AAMR behavioral classification, the standardization sample ranged from Level IV to Level V in measured intelligence and adaptive behavior. The IQ range was less than 20-35. All subjects demonstrated severe to profound levels of deficiency on the basis of the AAMR classification.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment; Adult Services; Independent Living; Community Participation

Reviewer Recommendation: Highly recommended

General Comments: Sprunger believes that the BSAB-I represents Balthazar's successful attempt to identify some basic self-help skills for persons with severe and profound mental retardation. He also comments that Balthazar has spent a lifetime working with individuals with severe and profound mental retardation, and is convinced that the BSAB-I has played a major role in improving the life of many individuals who have severe and profound mental retardation.

Balthazar Scales of Adaptive Behavior II: Scales of Adaptation - BSAB-II

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Date of Publication: 1973

Author: Earl E. Balthazar

Review Information:

Robert G. Malgady, Ph.D., Associate Professor of Educational Statistics, Department of Mathematics, Science, and Statistics, New York University, New York, NY.

Malgady, R. G. (1988). Review of Balthazar Scales of Adaptive Behavior II: Scales of Adaptation. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 70-76). PRO-ED: Austin, TX.

Cost: Complete kit (manual and materials for 25 subjects) $22.00

Administration Time: 60 minutes

Assessment Description: The test consists of 19 scales comprised of items representative behaviors indicative of social adaptation. There are 74 subscale items drawn from seven global behavior categories: unadaptive self-directed behaviors, unadaptive interpersonal behaviors, adaptive self-directed behaviors, adaptive interpersonal behaviors, verbal communication, play activities, and response to instructions.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Comments: The test is administered by a nonprofessional rater technician who records the frequency of each behavior during a designated observation period.

Skills or Materials Required: The BSAB-II manual is divided into two sections: one for professional supervisors and a second for the rater technician. The test package includes scoring sheets for the observation sessions and a summary sheet to display the social coping behavior profile.

Recommended Uses: The BSAB-II is used to evaluate individual children and adults, and to provide a system for specifying, describing, and evaluating the goals of treatment or training programs for individuals with mental retardation.

Focus of Assessment: Adaptive Behavior; Social Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Severe or Profound Mental Retardation; Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability:

Inter-rater: The reviewer indicated that two studies conducted to establish inter-rater reliability were reported in the manual. Reliability coefficients for the first and second study ranged from .42 to .95 and from .60 to 1.00, respectively.

Comments: Many of the highest inter-rater reliability estimates (above .90) were based on observers' agreement.

Validity:

Content: No evidence was reported. However, the reviewer inferred that the items represented an adequate sample from the domain of social coping behaviors likely to be exhibited in a residential setting.

Comments: The validity of the BSAB-II was based on face validity.

Norming Information: The BSAB-II was developed from observations of 288 residents with severe and profound mental retardation in nursery and infirmary wards at the Central Wisconsin Colony and Training School in Madison, Wisconsin.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living

Reviewer Recommendation: Recommended

General Comments: Malgady reported that the BSAB-II provides useful information about the social behavioral functioning of their target population. In addition, Malgady indicated that the BSAB-II can be administered by nonprofessional personnel in a relatively short period of time.

Basic English Skills Test (BEST)

GENERAL INFORMATION

Publisher: Center for Applied Linguistics

Date of Publication: 1982-88

Author: Center for Applied Linguistics, Dotty Kenyon, Charles W. Stansfield, Dora Johnson, Allene Grognet, & Dan Dreyfus

Review Information:

Alan Garfinkel, Associate Professor of Spanish and Foreign Language Education, Purdue University, West Lafayette, IN; Patsy Arnett Jaynes, Second Language Program Evaluation Specialist, Jefferson County Public Schools, Golden, CO.

Garfinkel, A., & Jaynes, P. A. (1992). Review of Basic English Skills Tests. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 59-61). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $100 per complete test kit; $9 per picture cue book; $10 per 5 interviewer's booklets; $20 per 100 interview scoring sheets; $40 per literacy skills testing package, including 20 literacy skills test booklets and 20 literacy skills scoring sheets; $15 per manual.

Administration Time: 75 minutes

Assessment Description: The BEST battery consists of two sections: the Oral Interview Section that simulates basic real-life language tasks and the Literacy Skills Section where the student is expected to complete a variety of reading and writing tasks.

Assessment Format: Individual and group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Test examiners must have guided training prior to administering the BEST.

Skills or Materials Required: The examiner must have a complete understanding of test administration.

Recommended Uses: The BEST is designed to test listening comprehension, speaking, reading, and writing skills at a basic level when information on the attainment of basic functional language skills is needed.

Focus of Assessment: Daily Living and Other Survival Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or Other European

Groups included - Hispanic; Oriental or Pacific Islander

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Limited-English Speaking Adults

TECHNICAL ASPECTS

Reliability:

Internal consistency: The Oral Interview had a reliability factor of .911 for Form B and .966 for the Literacy Skills Section.

Inter-rater: Inter-rater reliability ranged from .842 to .999.

Validity:

Content: The reviewers indicated that the BEST contained items similar to real-life adult language situations, including basic grammar, and language functions of seeking, giving, and clarifying information within a U.S. cultural context.

Predictive: An r-biserial coefficient item analysis and the performance of the normative group were used to establish seven Student Performance Levels that were correlated to the most frequent performance levels of the preexisting Mainstream English Language Training Project.

Norming Information: The normative group contained 987 individuals for the Oral Interview Section and 632 individuals for the Literacy Skills Section drawn from adult speakers of Vietnamese, Hmong, Lao, Cambodian/Khmer, Chinese, Spanish, and Polish.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Integrated Employment; Independent Living

Reviewer Recommendation: Highly recommended

General Comments: Garfinkel highly recommended the BEST for assessment of progress or program evaluation in elementary survival-skills-oriented English as a Second Language classes. Jaynes indicated that the BEST responds to a real need in the field of adult ESL education. In addition, it is technically strong, normed to an appropriate group, and addresses the typology of situations that students will encounter.

Basic Tests Series (BTS)

GENERAL INFORMATION

Publisher: The Associated Examining Board

Date of Publication: 1981-90

Author: The Associated Examining Board

Review Information:

Steven Ferrara, Chief, Measurement, Statistics, and Evaluation Section, Maryland State Department of Education, Division of Instruction, Baltimore, MD; Anne R. Fitzpatrick, Manager of Applied Research, CTB Macmillan/McGraw-Hill, Monterey, CA.

Ferrara, S., & Fitzpatrick, A. R. (1992). Review of Basic Tests Series. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 61-65). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $4.25 entry fee per test ($5.25 Basic Tests [Special] and Basic English; $2.50 Proficiency Test in Arithmetic); 60p per Basic Test Booklet containing syllabus and specimen papers. Additional materials available from publisher.

Assessment Description: The BTS consists of 12 tests of basic academic skills and knowledge, basic life skills and knowledge, and basic skills and knowledge for specific occupations.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Distribution is restricted and tests are administered at licensed testing centers.

Skills or Materials Required: The BTS contains the following: an introduction booklet that describes 12 tests and purposes; and specimen test booklets that include intact tests and course syllabus.

Recommended Uses: The BTS is used to assess basic skills and knowledge relevant to the world of work or postsecondary education.

Focus of Assessment: Vocational Skills or Aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: High school seniors

Gender: Male or female

Applicable Population(s): High school seniors and college entrants and job applicants

TECHNICAL ASPECTS

Reliability:

Comments: There was no evidence to support reliability in the review.

Validity:

Comments: There was no evidence to support validity in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Reviewer Recommendation: Not recommended

General Comments: Ferrara and Fitzpatrick reported that the BTS may not be useful outside the United Kingdom.

Beck Depression Inventory (BDI)

GENERAL INFORMATION

Publisher: The Psychological Corporation

Date of Publication: 1961-87

Author: Aaron T. Beck and Robert A. Steer

Review Information:

Collie W. Conoley, Associate Professor of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE; Norman D. Sundberg, Professor Emeritus of Psychology, University of Oregon, Eugene, OR:

Conoley, C. W., & Sundberg, N. D. (1992). Review of Beck Depression Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 72-81). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $19 per manual.

Administration Time: 5-15 minutes

Assessment Description: The BDI consists of 21 items, or sets of statements, answered on a 0 to 3 scale of severity of depressive problems.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The BDI is used to detect possible depression and to assess severity of depression.

Focus of Assessment: Affective Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 13 and over

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's coefficient alpha for 25 studies ranged from .73 to .95. The mean coefficient alphas for nine psychiatric populations was .86. The mean coefficient alphas for 15 nonpsychiatric populations was .81.

Test-retest: Pearson correlations for the nonpsychiatric samples ranged from .60 to .83. The psychiatric samples had correlations that ranged from .48 to .86. The time periods between testing ranged from hours to 4 months.

Validity:

Content: Content validity was substantiated by comparing the BDI to the criteria of the American Psychiatric Association's Diagnostic and Statistical Manual on Mental Disorders.

Construct: The reviewers indicated that the BDI correlated as predicted with biological and somatological issues, suicidal behaviors, alcoholism, adjustment, and life crisis.

Concurrent: The BDI was compared to clinical ratings including: the Hamilton Psychiatric Rating Scale for Depression, the Zung Self-Reported Depression Scale, the MMPI depression scale, and the Multiple Affect Adjective Checklist Depression Scale. Mean correlations ranged from .60 to .76.

Norming Information: According to the reviewers, data on six normative samples, including major depressive groups, dysthymics, alcoholics, heroin addicts, and a mixed diagnostic group were presented in tabular form in the manual.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Conoley reported that the BDI is a well-researched assessment tool with substantial support for its reliability and validity. Conoley also reported that when used clinically, care should be taken to use it as an indicator of extent of depression not as a diagnostic tool. Sundberg reported that the BDI has made an important contribution to clinical and research work on depression.

Becker Work Adjustment Profile (BWAP)

GENERAL INFORMATION

Publisher: Elbern Publications

Date of Publication: 1989

Author: Ralph L. Becker

Review Information:

Brian Bolton, Professor, Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, Fayatteville, AR; Elliot L. Gory, Psychologist, Getz School for the Developmentally Disabled, Tempe, AZ.

Bolton, B., & Gory, E. L. (1992). Review of Becker Work Adjustment Profile. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 83-86). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher.

Administration Time: 10-15 minutes for Short Scale, 20-25 minutes for Full Scale

Assessment Description: The BWAP is an observer rating instrument that consists of 63 items allocated to four subscales: Work Habits/Attitudes (10), Interpersonal Relations (12), Cognitive Skills (19), and Work Performance Skills (22). A total score, called Broad Work Adjustment, was also calculated.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The BWAP is rated by teachers, counselors, or other vocational professionals.

Skills or Materials Required: The BWAP requires an evaluator's manual and questionnaire booklets which are available in short (32 items) or long (63 items) form.

Recommended Uses: The BWAP is used to identify deficits in client's work behavior that could be remediated in vocational training facilities.

Focus of Assessment: Vocational Skills or Aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 15 years through adulthood

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Moderate Mental Retardation; Severe or Profound Mental Retardation; Orthopedic Impairment; Severe Emotional Disturbance; Specific Learning Disability; Economically Disadvantaged

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency was .87.

Inter-rater: Interrater agreement by independent evaluators was .82.

Test-retest: Test-retest after two weeks was .86.

Validity:

Concurrent: Bolton indicated that measured intelligence was very highly correlated with the Cognitive Skills Subscales (.81). Correlation of IQ with Work Performance Skills (.57), Habits/Attitudes (.39), and Interpersonal Relations (.30) were somewhat lower.

Comments: The reviewers indicated that content, construct, and concurrent validity data were described in the BWAP manual. The BWAP measured vocational behaviors and characteristics.

Norming Information: Normative data was provided for students with mental retardation, emotional disturbance, learning disabilities, physical disabilities/cerebral palsy and students who were economically disadvantaged. The norm sample was described as being geographically representative of the United States.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Reviewer Recommendation: Highly recommended

General Comments: Gory reported that the BWAP is suitable for use both on a selective case basis and for broad routine administration in vocational centers, work shops, and public school vocational and special education programs. Bolton reported that the behaviorally anchored items generate reliable information for diagnostic purposes and the validity evidence supports the interpretation of the BWAP as a measure of vocational competency.

Behavior Analysis Language Instrument (BALI)

GENERAL INFORMATION

Publisher: Edmark Corporation

Date of Publication: 1988

Author: Ennio Cipani, Dionyse Johnston, Susan Burger, Liz Torres, Twyla Rowe, and Holly Reynolds

Review Information:

Mary Ellen Pearson, Professor of Special Education, Mankato State University, Mankato, MN; Gerald Tindal, Assistant Professor of Special Education, University of Oregon, Eugene, OR.

Pearson, M. E., & Tindal, G. (1992). Review of Behavior Analysis Language Instrument. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 89-91). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher

Assessment Description: The BALI is a spiral-bound 184 page book that includes directions, four areas of language to assess, word lists for substituting appropriate vocabulary, and an appendix that provides sample data, objectives, and an individual education plan.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Skills or Materials Required: The materials required include a 184 page book and data sheets for documenting 10 trials for 10 language items.

Recommended Uses: The BALI is used to identify specific language deficits for the purpose of developing individualized behavioral objectives.

Focus of Assessment: Expressive Language; Receptive Language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The normative data were not included. The reviewers stated that the BALI is designed for practitioners who work with children, adolescents, or adults with severe and profound handicaps.

Age Equivalents: Children, adolescents or adults

Gender: Male or female

Applicable Population(s): Severe or Profound Mental Retardation

TECHNICAL ASPECTS

Reliability:

Comments: No reliability data were reported.

Validity:

Comments: No validity data were reported.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living

Reviewer Recommendation: Recommended

General Comments: Tindal reported that the BALI is considered a well-organized instrument for sampling a limited range of verbal behaviors, but lacks sufficient theoretical information and technical data to warrant its use for quantifying and summarizing student performance. Pearson reported that the BALI is best when not used alone or when used exactly as the authors propose. Pearson also reported that practitioners would best use the BALI to observe a client's level of communication skills in the natural context.

Behavior Change Inventory

GENERAL INFORMATION

Publisher: Clinical Psychology Publishing Co., Inc.

Date of Publication: 1989

Author: Lawrence C. Hartlage

Review Information:

Mark Albanese, Adjunct Associate Professor of Biostatistics and Educational Statistics and Director, Office of Consultation and Research in Medical Education, The University of Iowa College of Medicine, Iowa City, I; Robert A. Reineke, Evaluation Specialist, Lincoln Public Schools, Lincoln, NE.

Albanese, M., & Reineke, R. A. (1992). Review of Behavior Change Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 91-93). Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5 per 25 test forms; $9 per manual

Administration Time: 5-10 minutes

Assessment Description: The inventory consists of a relatively brief checklist of 68 behaviors that research has shown to be commonly affected by head injury.

Assessment Format: Individual

Assessment Type: Self-report

Examiner: No restrictions

Recommended Uses: The inventory was developed to assess the effects of a head injury on the behavior of an individual.

Focus of Assessment: Affective Behavior; Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Traumatic Brain Injury

TECHNICAL ASPECTS

Validity:

Comments: The reviewers indicated that validity was addressed in terms of self-report rather than in terms of actual behavior or behavior as reported by friends or close family members.

Norming Information: Data were collected from 29 children (ages 6 to 17) with documented head injury, 43 young adults with positive history for head injury and neurological examination findings, 48 adults who had sustained head trauma, 14 adults and 20 young adults who had been exposed to Ethylene Oxide, 40 young adult controls with no known neurologic change or exposure, and a normative group of 100 individuals with no known neurologic impairment.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Albanese reported that using the inventory in litigation presents difficulties because of the simplicity with which patients can fake responses to assist their court cases. Reineke reported that the inventory may provide a reasonable and economical approach to obtain information about behavior change resulting from head injury or other traumas.

Behavior Dimensions Rating Scale (BDRS)

GENERAL INFORMATION

Publisher: DLM Teaching Resources

Date of Publication: 1989

Author: Lyndal M. Bullock and Michael J. Wilson

Review Information:

> Martha W. Blackwell, Associate Professor of Psychology, Auburn University at Montgomery, Montgomery, AL; Rosemery D. Nelson-Gray, Professor of Psychology and Director of Clinical Training, University of North Carolina at Greensboro, Greensboro, NC.
>
> Blackwell, M. W., & Nelson-Gray, R. D. (1992). Review of Behavior Dimensions Rating Scale. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 93-96). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $65 per complete kit including 25 rating/profile forms and manual; $24 per 25 rating/profile forms; $50 per manual.

Administration Time: 5-10 minutes

Assessment Description: The BDRS is a 43-item rating scale designed to measure patterns of behavior related to emotional problems. Items representing four major areas--aggression, irresponsibility, social withdrawal, and fearfulness--are rated on a 7-point scale according to extent of fit for the target child.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

> Comments: The teacher, parent, or psychologist describe the school-aged child or adolescent on each behavior by using a 7-point rating scale.

Recommended Uses: The BDRS was developed to screen for emotional/behavior disorders and for monitoring behavior change.

Focus of Assessment: Affective Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

> Primary ethnic group - Anglo or other European Americans

Groups included - African-American

Grade Equivalent: K-11

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's alpha ranged from .87-.98.

Inter-rater: Interscorer agreement between teacher and teacher's assistant ranged from .64-.68.

Test-retest: Test-retest over 3- to 4-week intervals by Pearson product-moment ranged from .82-.91.

Validity:

Content: Content validity was determined by agreement among seven experts. On their recommendation, 14 items were added to the original 30 items with one omitted.

Construct: Construct validity was evaluated by factor analysis and multitrait-multimethod analysis. Results of several factor analyses, as well as research by others, suggested the invariance of the factor structure of responses permits using the BDRS for people with and without emotional disturbances, for females and males, for all levels of school populations, and, possibly, for longitudinal studies.

Concurrent: Concurrent validity was evaluated by discriminant function analysis on all nationally collected BDRS data. Results indicated that three out of four correct identifications of being emotionally disturbed or not being emotionally disturbed could be made, which meant that one of four such identifications would be erroneous.

Norming Information: The percentage of African-Americans with emotional disturbance (32.1%) exceeded the percentage of African-Americans in the 1980 U.S. Census (14.7%), whereas the percentage of Anglo Americans with emotional disturbance (63.3%) was less than the percentage of Anglo Americans in the Census (82.3%).

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Highly recommended

General Comments: Blackwell reported that the BDRS is easy to understand, administer, score, and interpret using the tables provided in the Examiner's Manual. Nelson-

Gray reported that the BDRS is noteworthy because of its easy-to-use format and promising psychometric data.

Behavioral Characteristics Progression (BCP)

GENERAL INFORMATION

Publisher: VORT Corporation

Date of Publication: 1973

Author: The Office of Santa Cruz Superintendent of Schools

Review Information:

Rosemary D. Nelson-Gray, Professor of Psychology and Director of Clinical Training, University of North Carolina at Greensboro, Greensboro, N.C.; Harvey N. Switzky, Professor of Educational Psychology, Counseling, and Special Education, Northern Illinois University, DeKalb, IL.

Nelson-Gray, R. D., & Switzky, H. N. (1992). Review of Behavioral Characteristics Progression. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 96-99). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $12.95 per manual; $12.95 per binder; $125 per set of 5 method books

Assessment Description: The BCP consists of 59 behavioral areas or "strands," which are subdivided up to 50 specific behaviors, for a total of 2,400 specific behaviors.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The primary teacher is the examiner, with assistance as needed from specialized professionals, such as speech therapists, physical therapists, nurses, or school psychologists.

Recommended Uses: The BCP identifies specific skills exhibited during an individual's development. It is intended to be used in special education settings for: assessment of individuals, instruction in conjunction with an individualized education plan, and communication regarding a pupil's progress.

Focus of Assessment: Affective Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Multi-Handicapped; Orthopedic Impairment

TECHNICAL ASPECTS

Reliability:

Comments: No reliability data were reported in the review.

Validity:

Comments: No validity data were reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Nelson-Gray reported that some centers, schools, or teachers may find the BCP to be a useful device to assess specific behaviors in individuals with disabilities. Switzky reports that the BCP is an observational tool, not a testing instrument, which enabled educators to identify which behavioral characteristics are part of exceptional students' behavioral repertoires so that appropriate learner objectives can be designed for each student.

Behavioral Deviancy Profile (BDP)

GENERAL INFORMATION

Publisher: Stoelting Co.

Date of Publication: 1980

Author: Betty Ball and Rita Weinberg

Review Information:

Roy P. Martin, Professor of Educational Psychology, University of Georgia, Athens, GA; David H. Reilly, Professor and Dean, School of Education, University of North Carolina at Greensboro, Greensboro, N.C.

Martin, R. P., & Reilly, D. H. (1985). Review of Behavioral Deviancy Profile. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 172-174), Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1982) $12 per complete set including 15 profiles and record sheets; $9 per 15 profile forms and record sheets; $4 per manual

Assessment Description: The BDP consists of a rating scale by which a mental health professional rates 18 categories of behavior, including physical growth, sensory, perception, motor activity, intelligence, language, relationship with mother, and "ego-self" behavior.

Assessment Format: Individual

Assessment Type: Rating Scale

Examiner: Restrictions

Recommended Uses: The BDP assesses the degree of deviancy or disturbance of children with social and emotional problems.

Focus of Assessment: Social Skills; Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 3-21 years

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance; Social Problems

TECHNICAL ASPECTS

Reliability:

Comments: No reliability data were reported in the review.

Validity:

Comments: No validity data were reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Not recommended

General Comments: Martin reports that rating options for each item of the device are confusing and that the BDP is of limited value. Reilly reported a number of other instruments are probably more appropriate and less difficult to utilize in assessing these aspects of children's behavior. Reilly also reported that a major defect of the BDP is that some of the factors to be rated are either/or situation and others exist on a continuum. It is difficult to reconcile these two types of items on a 7-point scale.

Bilingual Home Inventory (BHI)

GENERAL INFORMATION

Publisher: San Jose State University

Date of Publication: 1985-86

Author: Susan M. Pellegrini and Herbert Grossman

Review Information:

Andres Barona, Associate Professor of Psychology in Education, Arizona State University, Tempe, AZ; Dan Douglas, Associate Professor of English, Iowa State University, Ames, IA.

Barona, A., & Douglas, D. (1992). Review of Bilingual Home Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 107-109). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $9.00 per manual (specify edition)

Administration Time: 2 hours

Assessment Description: The BHI is a semistructured instrument designed to obtain information useful in the development of ecologically functional individual education programs (IEPs).

Assessment Format: Individual

Assessment Type: Interview Format

Examiner: Restrictions

Comments: The BHI should be conducted by teachers or any individual familiar with IEP development, provided that those administering the BHI have an awareness of cultural influences that interact with students' functioning.

Skills or Materials Required: The BHI requires a manual and a blank protocol form for recording responses during the interview.

Recommended Uses: The BHI assesses "students with severe disabilities" within a context that is culturally and linguistically appropriate.

Focus of Assessment: Expressive Language; Receptive Language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Hispanic

Groups included - Oriental or Pacific Islander; All Others

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Nonnative speakers of English with severe disabilities

TECHNICAL ASPECTS

Validity:

Content: The BHI was evaluated by special education professionals located in several states and, overall, was found to be useful and linguistically and culturally appropriate.

Norming Information: The BHI was normed on culturally and linguistically different populations.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living; Community Participation

Reviewer Recommendation: Highly recommended

General Comments: Douglas stated that the BHI appears to be a theoretically sound interview schedule that attempts to quantify a number of behavioral and psychological features related to educational goals for students with disabilities, in linguistically and culturally appropriate formats. Barona reported that the BHI is a potentially good instrument with undetermined psychometric properties and usefulness.

Blind Learning Aptitude Test (BLAT)

GENERAL INFORMATION

Publisher: University of Illinois Press

Date of Publication: 1986

Author: T. Ernest Newland

Review Information:

David O. Herman, Ph.D., President, Measurement Research Services, Inc., Jackson Heights, N.Y.

Herman, D. O. (1988). Review of Blind Learning Aptitude Test (BLAT). In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews, (pp. 93-96). PRO-ED: Austin, TX.

Administration Time: No formal time limits required.

Assessment Description: The BLAT consists of 49 items and 12 training items that are cast in 6 different styles using a multiple-choice format.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The BLAT requires administration by examiners who work with subjects that are blind.

Skills or Materials Required: The BLAT requires a manual and response sheet.

Recommended Uses: The BLAT is used to measure the ability of Blind Children.

Focus of Assessment: Intelligence and Related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 6-16 years

Gender: Male or female

Applicable Population(s): Visually Handicapped

TECHNICAL ASPECTS

Reliability:

Internal consistency: A Kuder-Richardson 14 coefficient of .93 was reported.

Test-retest: Stability was reported over a 7-month period for two groups--6 through 10 years and 12 through 16 years. Coefficients were in the high .80s.

Validity:

Concurrent: Herman indicated that the BLAT correlates reasonably well with the Hayes-Binet and WISC, however, the Hayes-Binet and WISC correlated better with one another. Correlation coefficients were not identified in the review.

Norming Information: Norms were described in terms of age, sex, race, geographic region, occupation of the family's major breadwinner, and according to enrollment in a residential versus a day school. The normative data were based on the BLAT performance of 836 children aged 6 through 16 years.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Community Participation

Reviewer Recommendation: Recommended

General Comments: Herman indicated that the discussion of validity in the BLAT manual was incomplete; reliability must be called undetermined; too many statistical tables lacked important information (e.g., N's, means, and standard deviations; and several of the tables seemed to lead nowhere. However, Herman reported that the BLAT appears to have been carefully constructed, the directions for administration were thorough, norms were based on carefully designed samples of blind children, and the test measured a domain somewhat different from that of other available intelligence tests blind individuals.

Boston Diagnostic Aphasia Examination

GENERAL INFORMATION

Publisher: The Psychological Corporation

Date of Publication: 1984

Author: Harold Goodglass and Edith Kaplan

Review Information:

Norman Abeles, Ph.D., Professor and Director, Psychological Clinic and Clinical Neuropsychology Laboratory, Michigan State University, East Lansing, MI.

Abeles, N. (1988). Review of Boston Diagnostic Aphasia Examination. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews, (pp. 102-109). PRO-ED: Austin, TX.

Administration Time: 3 hours or more

Assessment Description: The examination includes five sections: Conversational and Expository Speech; Auditory Comprehension; Oral Expression; Understanding Written Language; and Writing. Test items are arranged in order of difficulty from least to most difficult.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The examination is administered by clinical neurologists and others trained in its use and is helpful to neurologists, speech pathologists, speech therapists, psychiatrists, audiologists, rehabilitation workers, and medical and non-medical specialists.

Skills or Materials Required: The examination requires a manual, an examination booklet, and a set of 16 Test Stimulus Cards. In addition, it requires a 64-page Boston Naming Test and an 8-page scoring booklet.

Recommended Uses: The Boston Diagnostic Aphasia Examination is a specialized test designed to undertake a comprehensive sampling of variables on language functioning that have been found useful in identifying aphasic symptoms.

Focus of Assessment: Neuropsychological and Related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 25-85 years

Gender: Male

Applicable Population(s): Traumatic Brain Injury

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson reliability coefficients for subtests ranged from .68 to .98, with about two-thirds of the coefficients ranging from .90 upwards.

Test-retest: Abeles reported that this reliability was difficult, if not impossible, to attain with patients suffering from aphasic symptoms.

Comments: Abeles indicated that the authors have done a good job in an area where exact measurement (e.g., test-retest reliability) was difficult.

Validity:

Content: The examination's test items and stimuli were originally developed from the authors' experience (clinical phenomenology) with the assessment of aphasia. Items were assigned to subtests and subtests assigned to clusters (e.g., fluency, auditory comprehension) based on rational and traditional aphasiology criteria.

Construct: The reviewer indicated that statistical approach was a summary of strengths and deficits in individual aphasic patients that provided information concerning the internal structure of the examination, but fell short of optimal criteria for convergent validation.

Norming Information: The examination was administered to 147 neurologically normal, English-speaking men ranging in age from 25-85 and in education from eighth-grade through college. The examination was based on a normative sample of 242 patients with aphasic symptoms tested at the Boston VA Medical Center between 1976-1982.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Recommended

General Comments: Abeles indicated that the Boston Diagnostic Aphasia Examination is an usually comprehensive and useful examination.

Brief Index of Adaptive Behavior (BIAB)

GENERAL INFORMATION

Publisher: Scholastic Testing Service, Inc.

Date of Publication: 1984

Author: R. Steve McCallum, Maurice S. Herrio, Jimmy P. Wheeler, & Jeanette R. Edwards

Review Information:

Michael J. Roszkowski, Research Psychologist, The American College, Bryn Mawr, PA.

Roszkowski, M. J. (1989). Review of Brief Index of Adaptive Behavior. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 105-109). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $8 per starter set including 20 response sheets and manual; $5 per 20 response sheets; $3.00 per manual; $6 per specimen set

Assessment Description: The BIAB consists of 39 items distributed equally among three domains believed to best define the construct of adaptive behavior: Independent Functioning, Socialization, and Communication.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Comments: The reviewer indicated that the examiner should be familiar with the individual.

Skills or Materials Required: The BIAB requires a response sheet and manual.

Recommended Uses: The BIAB is used to provide a quick measure of adaptive behavior in non-borderline cases.

Focus of Assessment: Adaptive Behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 5-17

Gender: Male or female

Applicable Population(s): Not specified; Nondisabled Students

TECHNICAL ASPECTS

Reliability:

Internal consistency: Correlation of the items with their respective domain scores ranged from .66 to .87; correlation between items and the total score computed from the sum of the three domains ranged from .64 to .79. Cronbach Alphas ranged from .94 to .98.

Validity:

Concurrent: Correlations between the BIAB and the AAMD Adaptive Behavior Scale ranged from .38 to .55. Correlations between the BIAB and the Vineland Adaptive Behavior Scale ranged from .43 to .75. Regarding independent functioning, correlations ranged from .43 to .56. Regarding socialization scores, correlations ranged from .64 to .71.

Norming Information: Roszkowski indicated that by the BIAB authors' own account, the age-based norms presented in the manual had limited utility due to the small size of the standardization group.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment; Independent Living; Community Participation

Reviewer Recommendation: Recommended

General Comments: Roszkowski indicated that the BIAB can meet the need for a screening-level measure of adaptive behavior, and the authors appear to be aware of the tests' limitations and cautions users not to overinterpret the scores.

Bruinicks-Oseretsky Test of Motor Proficiency

GENERAL INFORMATION

Publisher: American Guidance Service

Date of Publication: 1985

Author: Robert H. Bruininks

Review Information:

> Robert G. Harrington, Ph.D., Assistant Professor in Educational Psychology and Research, University of Kansas, Lawrence, KS.
>
> Harrington, R. G. (1988). Review of Bruinicks-Oseretsky Test of Motor Proficiency. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews, (pp. 131-142). PRO-ED: Austin, TX.

Administration Time: Complete battery, 45-60 minutes; short form, 15-20 min.

Assessment Description: The test contains eight subtests comprised of 46 separate items covering the domains of Gross Motor Development, Gross and Fine Motor Development combined, and Fine Motor Development. The complete battery yields three scores: the Gross Motor Composite, the Fine Motor Composite, and the Battery Composite. A short form of the test is available that consists of 14 items from the Complete battery.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

> Comments: Harrington indicated that no special training is needed to administer the test.

Skills or Materials Required: The test requires a specially designed metal carrying case which includes a balance beam, ball with string, 30 wooden beads, block, two boxes, masking tape, pegboard, 30 wooden pegs, two black pencils, two red pencils, 24 pennies, response speed stick, scissors, 50 shape cards, shoelace, standing mat, target, tape measure, tennis ball, and testing pad.

Recommended Uses: The test is used for the following purposes: to assess the motor skills of individual students, to develop and evaluate motor training programs, to assess serious motor dysfunctions and developmental handicaps in children, and as a tool for making decisions about educational placement.

Focus of Assessment: Perceptual Motor

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 4.5 to 14.5 years

Gender: Male or female

Applicable Population(s): Moderate Mental Retardation; Severe or Profound Mental Retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Correlations between items and their respective subtest scores revealed that item point scores with their respective subtests for the standardization sample ranged from .65 to .87. Item point scores and total test point scores for the standardization sample ranged from .56 to .86.

Inter-rater: Two different studies with a total of eight new raters indicated that inter-rater reliabilities for items 1-4 were greater than for items 5-8. When scores were added for all items in Subtest 7, median correlations for the two groups of raters were .98 and .90, respectively.

Test-retest: Reliability coefficients for Gross and Fine Motor Composites were .77 and .88, respectively, for grade 2 and .85 and .68, respectively, for grade 6. Reliability coefficients for the Battery Composite were .89 for grade 2 and .86 for grade 6. The short form reliability coefficients were .87 for grade 2, and .84 for grade 6. Sixty-three second graders with an average age of 8 years, 2 months and 63 sixth-graders with an average age of 12 years, 2 months from two suburban schools and one parochial school near Minneapolis took the test twice within a 7- to 12-day period. Test-retest coefficients for the separate subtests ranged from .58 to .89 for grade 2 and from .29 to .89 for grade 6. For example, on Subtest 5, Upper-Limb Coordination, test-retest coefficient of .29 for grade 6 occurred because the subjects had mastered most of the skills assessed by this subtest.

Validity:

Construct: The test was evaluated by the following methods: (a) relationship between test content and significant milestones in motor development, (b) relationship between test scores and chronological age, (c) internal consistency of the subtests, (d) factor structure of the items in each subtest, and (e) a comparison of test results for contrasting groups of handicapped and normal children. Correlations between subtest scores and chronological age for the standardization sample ranged from .57 to .86, with a median of .78.

Norming Information: A total of 379 boys and 386 girls were tested; 88.3% were white and 6.9% were black; four geographic regions were specified, including North Central, Northeast, South, and West. A multistage stratified sampling procedure based on the 1970 U.S. Census was used. A total of 765 subjects were included in the final group.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Highly recommended

General Comments: Harrington indicated that the Bruininks-Oseretsky Test of Motor Proficiency is a valuable measure for assessing gross and fine motor skills, developing and evaluating motor training programs, and screening for special purposes.

Cain-Levine Social Competency Scale (CLS)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Author: Leo F. Cain, Samuel Levine, and Freeman F. Elzey.

Review Information:

Mark Stone, Ed.D., Professor of Psychology, Alfred Adler Institute, Chicago, Illinois.

Stone, M. (1988). Review of Cain-Levine Social Competency Scale. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII, (pp. 55-58). Test Corporation of America: Kansas City, Missouri.

Administration Time: 30 minutes

Assessment Description: The CLS scale consists of 44 items divided into four subscales: self-help, initiative, social skills, and communication. The CLS is administered through an interview designed to measure the typical performance of a child on each item in the scale.

Assessment Format: Individual

Assessment Type: Interview

Examiner: Restrictions

Comments: The CLS is intended to represent behaviors observable in different settings and administered by a school psychologist. Training and experience in assessment were required for other persons administering the test.

Skills or Materials Required: The CLS requires an examiner's manual and a consumable test form.

Recommended Uses: The CLS is used to measure a narrow and circumscribed set of characteristics and the social competence of children with moderate mental retardation.

Focus of Assessment: Social Skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 5-13 years

Gender: Male or female

Applicable Population(s): Moderate Mental Retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency was computed by using odd/even correlation coefficients for the subscales and total scale for 5 age groups. The coefficients ranged from .82 to .91 for the total scale and .50 to .95 for the subscales.

Test-retest: The CLS was evaluated on 35 randomly selected subjects retested 3 weeks after initial testing. The total reliability coefficient was .98 and coefficients for five subscales ranged from .88 to .97.

Validity:

Content: The CLS items were drawn from curriculum guides for individuals with mental retardation, by consultation with experts, and through examination of existing scales.

Concurrent: Correlation coefficients were computed between I.Q. and CLS. The coefficients were .22 and .25 for the total scale for males and females, respectively.

Norming Information: Stone reported that the CLS provided normative tables for chronological ages 5-13. The norms were derived from 716 children with moderate mental retardation in California.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Stone indicated that the CLS is easy to administer and score, which makes it useful; however, the manual provides limited information on the measurement of social competency. In addition, Stone reported that the CLS provides no evidence to support reliability or validity and the normative sample is restricted. Stone suggested a need to support the application of the scale in other school and agency settings with supportive data on the stability of the original data.

California Achievement Tests Writing Assessment System (CAT-WAS)

GENERAL INFORMATION

Publisher: CTB Macmillan/McGraw-Hill

Date of Publication: 1986-87

Author: CTB/McGraw-Hill

Review Information:

Donald L. Rubin, Professor of Language Education, The University of Georgia, Athens, GA; Terry A. Stinnett, Assistant Professor of Psychology, Eastern Illinois University, Charleston, IL.

Rubin, D. L., & Stinnett, T. A. (1992). Review of California Achievement Tests Writing Assessment System. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 125-130). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $20 per examination kit including 1 sample 4-page writing booklet for each type of writing prompt, sample administration and scoring manual, test coordinator's directions, and answer sheet; $18 per test including 35 writing booklets per prompt, with 1 administration and scoring manual (specify level and writing type); $9.50 per 50 answer sheets (for CTB scoring service); $6 per each additional administration and scoring manual (specify level and writing type); $12 per each writing assessment guide ('87, 51 pages); scoring service offered by publishers.

Administration Time: 20-40 minutes per level

Assessment Description: The CAT-WAS involves direct assessment of writing ability by rating actual writing performance. Writing samples are collected from 8 graded levels in the rhetorical modes such as descriptive, narrative, expository, or persuasive writing.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The writing samples are scored locally by evaluators who have been trained to use the two scoring systems specified in the Writing Assessment Guide (Holistic and Analytic). Scoring can also be performed by the CTB Macmillan/McGraw-Hill Composition Evaluation Center.

Skills or Materials Required: The complete package includes writing booklets, administration and scoring manuals for each level, CompuScan supplementary answer sheets, and the Writing Assessment Guide.

Recommended Uses: The CAT-WAS is used to aid educators in evaluating writing programs and students' writing skills.

Focus of Assessment: Expressive Language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: 3-12

Gender: Male or female

Applicable Population(s): Orthopedic Impairment; Specific Learning Disability; Traumatic Brain Injury

TECHNICAL ASPECTS

Reliability:

Inter-rater: The correlation between raters ranged from .45 to .78, with the poorest inter-rater reliabilities occurring in judgments of high school writing. Research studies reported inter-rater reliability above .85.

Comments: No inter-rater reliabilities were available for analytic scores. Additionally, no information on internal consistency or test-retest was reported.

Validity:

Content: The reviewers indicated that relevant test content was provided in the Writing Assessment Guide.

Construct: Correlations to demonstrate construct validity were reported from the Writing Assessment Guide for prompts within levels only, not across levels. They ranged from .50 to .71 (median r=.65).

Concurrent: The reviewers indicated that the authors correlated each of the Holistic scores with CAT Form E Language Mechanics, Language Expression, and Total Language. Scores were reported as .35 to .65 (median r=.52), .32 to .69 (median r=.58), and .37 to .73 (median r=.58), respectively. Multiple correlations among the WAS Analytic scores and CAT Form E Language Mechanics, Language Expression, and Total Language scores were reported as .55 to .76, .53 to .79, and .58 to .81, respectively.

Comments: The reviewers indicated that the reliability and validity of the WAS warranted improvement.

Norming Information: The reviewers indicated that the Writing Assessment Guide stated that districts from Arkansas, California, Delaware, Maine, Massachusetts, Mississippi, Missouri, Montana, North Carolina, Ohio, and South Carolina participated in the tryout.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Not recommended

General Comments: Rubin suggested that test users who need direct samples of writing to design remediation and treatment should informally assess writing by matching their assessment with content of the curriculum that is in use. Stinnett could not recommend the CAT-WAS for any use other than research.

California Psychological Inventory, Revised Edition (CPI)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Date of Publication: 1956-87

Author: Harrison G. Gough

Review Information:

Brian Bolton, Professor, Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, Fayetteville, AR; George Engelhard, Jr., Associate Professor of Educational Studies, Emory University, Atlanta, GA.

Bolton, B., & Engelhard, G. (1992). Review of California Psychological Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 135-141). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $18.75 per 25 tests; $6 per 50 handscored answer sheets; price data for 100 profiles (specify male or female) available from publisher; $39 or less per 10 prepaid answer sheets producing Gough Interpretive Report or McAllister Interpretive Report, available from publisher.

Administration Time: 45-60 minutes

Assessment Description: The CIP is a self-report questionnaire that measures 20 features of the normal personality. These 20 basic scales are conceptualized as dimensions of interpersonal behavior that exist in all human societies and are constructed using observer judgments and measurable performance as criteria.

Assessment Format: Group

Assessment Type: Criterion-reference; Self-Report Inventory

Examiner: Restrictions

Comments: The CPI is a clinical instrument that enables psychologists to accurately describe individuals and to predict behavior.

Recommended Uses: The CPI is used to assess personality characteristics and to predict what people will say and do in specified contexts.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 13 and over

Gender: Male or female

Applicable Population(s): Students With and Without Disabilities

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients for 200 male and 200 female college students were as follows: Males ranged from .45 to .85 and females from .39 to .83.

Test-retest: Correlations were based on 102 male and 128 female high school students who took the CPI in 11th and 12th grades. Correlations for males ranged from .43 to .76 and for females from .58 to .79.

Comments: Parallel form correlations based on English and French versions of the CPI were provided.

Validity:

Construct: The CPI was developed using empirical-keying strategy, which required external criteria (nontest data) as the basis for identifying items that composed the scales.

Norming Information: The norms originally consisted of 6,200 males and 7,150 females. The revised CPI presented norms based on 1,000 males and 1,000 females derived from archival data. Descriptions based on racial, ethnic, social class, and geographic representation were absent.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Bolton indicated that the CPI is an excellent normal personality assessment device with the only shortcoming being the failure to provide essential technical information in the manual. Engelhard indicated that the CPI is useful for instructional purposes in classes on psychological testing, for research and prediction purposes with groups, and when used by trained and competent clinicians. Also, Engelhard reported that the CPI provides useful information for individual assessment and counseling.

Canfield Learning Styles Inventory (LSI)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1976-88

Author: Albert A. Canfield

Review Information:

Stephen L. Benton, Associate Professor of Educational Psychology, Kansas State University, Manhattan, KS.

Benton, S. L. (1992). Review of Canfield Learning Styles Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 147-148). Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $80 per complete kit including 2 each of Forms A, B, C, and E inventory booklets; $35 per 10 inventory booklets; $7.35-$9.50 per computer scorable booklet and manual; $35 per 10 inventory booklets; $7.35-$9.50 per computer-scorable booklet; $35 per manual; $185 per IBM microcomputer disk.

Assessment Description: The LSI is a self-report questionnaire intended to identify the kinds of educational experiences students most prefer.

Assessment Format: Group

Assessment Type: Self-Report

Examiner: No restrictions

Recommended Uses: The LSI is designed to assess learning preferences.

Focus of Assessment: Academic Achievement; Vocational Skills or Aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Junior High, High School, College, Adults in Business Settings

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: A test of equivalence and stability was conducted with students who took both Forms A and E of the LSI on the same day. None of the subscale reliabilities was equal to or greater than .90.

Validity:

Content: Benton indicated that the author failed to tie the LSI to current cognitive theory and ignored the plethora of research that emphasized the important role of domain specific knowledge in academic achievement.

Construct: Construct validity on 21 scales and 9 distinct categories of learning styles were derived from 30 items, a factor analysis identified only two underlying constructs: Conceptual/Applied and Social/Independent.

Comments: Benton indicated that the lack of research correlating the LSI with scores on other learning style inventories threatens the validity.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Benton indicated that despite the LSI's apparent widespread use, it is unclear exactly what the learning style inventories measure and if they are related to improved learning. Benton suggested that prospective users consider student knowledge and interest as more important than concerns about style.

Career Assessment Inventories for the Learning Disabled (CAI)

GENERAL INFORMATION

Publisher: Academic Therapy Publications

Date of Publication: 1983

Author: C. Weller and M. Buchanan.

Review Information:

Courtland C. Lee, Associate Professor of Education, University of North Carolina, Chapel Hill, NC.

Lee, C. C. (1989). Review of Career Assessment Inventories for the Learning Disabled. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook, (pp. 268-269). Lincoln, NE: Buros Institute of Mental Measurement of the University of Nebraska-Lincoln.

Cost: (1984) $7 per 25 Attribute/Ability Inventories; $3 per 25 Interest inventories; $15 per manual; $15 per specimen set

Administration Time: 10-15 min. per test

Assessment Description: The CAI is a comprehensive battery designed to assess personality characteristics, psychomotor abilities, and interests. The data can be used to select appropriate career options from the manual (job finder).

Assessment Format: Individual

Assessment Type: Not specified

Examiner: Restrictions

Comments: The CAI is designed to be used by counselors and other educators who work with children with learning disabilities and adults.

Skills or Materials Required: Inventories, manual, and response sheets--the Attribute/Ability Inventory includes observational instruments completed by the teacher or counselor; Interest inventory is completed by the examinee.

Recommended Uses: The CAI is designed to assist students with learning disabilities with career planning and training.

Focus of Assessment: Vocational Skills or Aptitudes; Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Specific Learning Disability

TECHNICAL ASPECTS

Reliability:

Comments: No reliability information was reported.

Validity:

Comments: No validity information was reported.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Comments: The reviewer indicated that the focal point of the CAI is the well written manual which provides specific information on the 3 inventories, development, administration and scoring.

Reviewer Recommendation: Not recommended

General Comments: Lee reported that the CAI is an important attempt to meet the neglected career development needs of individuals with learning disabilities. However, he indicated difficulty in considering the CAI as anything other than an experimental tool. He cautioned that the CAI should be used only to provide supplemental information since no normative data, reliability or validity information was reported.

Career Assessment Inventory (CAI)

GENERAL INFORMATION

Publisher: National Computer Systems, Inc.

Date of Publication: 1973-1984

Author: Charles B. Johansson

Review Information:

Jarard F. Kehoe, District Manager, Selection and Testing, American Telephone & Telegraph Co., Morrison, NJ; Nicholas A. Vacc, Professor and Chairperson, Department of Counselor Education, University of North Carolina, Greensboro, NC

Kehoe, J. F., & Vacc, N. A. (1992). Review of Career Assessment Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 148-151). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $4.15 or less per Profile Report; $8.25 or less per Narrative Report; $14 per manual (1984, 152 pages).

Administration Time: 30-45 minutes

Assessment Description: The CAI consists of 305 items: 151 activity items, 43 items related to school subjects, and 111 items associated with job titles.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The CAI is used by counselors and other educators who work with noncollege-bound students or adults seeking immediate career entry, or with individuals interested in work requiring some postsecondary education.

Skills or Materials Required: The individual administering the CAI must be a counselor or professional educator. The CAI comes with a test manual.

Recommended Uses: The CAI is used generally with persons who are not focused on a particular occupational category.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: Grades 10 through Adult

Gender: Male or female

Applicable Population(s): All noncollege bound students and adults

TECHNICAL ASPECTS

Reliability:

Comments: Both reviewers referred to past reviews for reliability information. Further, they indicated that the reliability data were extensive and supportive. Vacc indicated that wording of the items was designed to reduce bias, be responsive to low reading levels, and be relevant to individuals interested in vocational-technical jobs.

Validity:

Comments: Both reviewers indicated that the major focus of the technical presentation is scale construction. In addition, they indicated that the validity data were extensive and supportive of CAI applications.

Norming Information: Both reviewers indicated that previous reviews suggested more descriptive information about the normative samples for the general themes and basic interest.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Kehoe stated that the CAI should be used selectively with its intended population and with small groups. Kehoe stated also that although the CAI targets individuals with low reading levels, the narrative scoring report requires an individual who has greater command of reading and good ability to conceptualize. Vacc stated that the CAI is an excellent inventory that deserves widespread application.

Career Directions Inventory (CDI)

GENERAL INFORMATION

Publisher: Research Psychologists Press, Inc.

Date of Publication: 1982-86

Author: Douglas N. Jackson

Review Information:

Darrell L. Sabers, Professor of Educational Psychology, University of Arizona, Tucson, AZ; Fredrick A. Schrank, Associate Academic Dean, Griffin College, Tacoma, WA.

Sabers, D. L., & Schrank, F. A. (1989). Review of Career Directions Inventory. In J. C. Conoley and J. J. Kramer (Eds). The Tenth Mental Measurements Yearbook (pp. 141-143). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $6 per question and answer document (includes price of machine scoring); $8 per manual; $12 per examination kit including manual, question and answer document, computerized scoring for one document.

Assessment Description: The Career Directions Inventory consists of 100 forced-choice triads presenting 300 statements that describe job-related activities, specific work environments, or roles. Respondents indicate those least and most preferred.

Assessment Format: Individual

Assessment Type: Career Inventory

Examiner: No restrictions

Skills or Materials Required: The CDI requires an IBM or IBM-compatible computer with state-of-the-art test administration, scoring, and reporting. The CDI answer sheet must be machine scored by the publisher and the 10-page computer-generated report is understandable to most intended readers.

Recommended Uses: The DCI is designed to identify areas of greater or lesser interest from among a wide variety of occupations. The purpose is to identify patterns of responses that indicate interests in skilled occupations, technical occupations and professional careers. The DCI is used to assist in educational and career planning.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The reviewers reported that the norming group was an unidentified group of 1,000 respondents not intended to be representative of any specific population.

Age Equivalents: High school and college students and adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal Consistency: Internal Consistency coefficients ranged from .70 to above .90.

Test-retest: Seventy respondents obtained scores over a period of four weeks that ranged from .67 to .96.

Validity:

Comments: The reviewers indicated that the validity information was based on comparing the distribution of scores from different specialty groups with the 1,000 respondents in the normative group. In addition, students enrolled in educational programs were used to represent an occupation; no evidence was available to suggest these students would be successful or satisfied with the occupation. Further, validity data were presented visually rather than numerically.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment; Continuing and Adult Education

Reviewer Recommendation: Recommended

General Comments: Sabers indicated that the CDI has been well-received by examinees. Schrank reported that additional information is needed on validity and that the theoretical interpretation of an additional theme added to Holland's theory of careers may be confusing.

Career Exploration Series, 1988 Revision (CES)

GENERAL INFORMATION

Publisher: CFKR Career Materials, Inc.

Date of Publication: 1979-89

Author: Authur Cutler, Francis Ferry, Robert Kauk, & Robert Robinett

Review Information:

Mark Pope, President, Career Decisions, San Francisco, CA; William I. Sauser, Jr., Associate Vice President and Professor, Office of the Vice President for Extension, Auburn University, Auburn, AL.

Pope, M., & Sauser, W. I. (1992). Review of Career Exploration. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 151-154). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $50 per class set of 36 (6 of each title) including Users Guide (1989, 4 pgs.); $50 per 35 reusable booklets (specify title); $1.60 per reusable booklet (specify title); $30 per answer form, $49.95 per computer edition.

Administration Time: 50-60 minutes per subtest

Assessment Description: The CES is a series of six self-administered, self-scored inventories that focus on broad occupational areas.

Assessment Format: Group

Assessment Type: Self-evaluation

Examiner: No restrictions

Comments: The CES is a self-administered and self-scored interest inventory for six areas.

Skills or Materials Required: The CES includes: a general user's guide for use with all six inventories, separate question booklets, an answer insert folder, and a combination answer sheet/report form for each inventory.

Recommended Uses: The CES is designed for career guidance by using "a series of job interest inventories that focus on specific occupational fields."

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: 7-12, college students, and adults

Gender: Male or female

Applicable Population(s): All students and adults

TECHNICAL ASPECTS

Reliability and Validity:

Comments: The reviewers indicated that the authors offered some validity evidence by citing a variety of Department of Labor general publications as sources of the educational aspirations, work interests, and work activity variables. No information on reliability was included.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Integrated Employment

General Comments: The CES has open inventories with no norms.

Reviewer Recommendation: Recommended

General Comments: Pope indicated that the CES may be useful to career exploration discussions, but that a technical manual is needed to provide data to users. Sauser reported that the CES is not suitable for identifying occupational interests, but appears useful for career searching.

Career Guidance Inventory (CGI)

GENERAL INFORMATION

Publisher: Orchard House, Inc.

Date of Publication: 1972-89

Author: James E. Oliver

Review Information:

Jack Asher, Jr., Professor Emeritus of Psychology, Western Michigan University, Kalamazoo, MI; Chael B. Bunch, Vice President, Measurement Incorporated, Durham, N.C.

Asher, J., Jr., & Bunch, C. B. (1992). Review of Career Guidance Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 154-156). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $3 per reusable test booklet; $35 per 25 answer sheet/interpretation guides, $6 per administrator's manual (1989, 43 pages): $10 per specimen set all Career Guidance Inventory and Educational Interest Inventory

Administration Time: 45-60 minutes

Assessment Description: The CGI consists of 235 paired activity descriptions, for which the student is asked to (a) choose which activity they prefer and (b) choose whether that activity is of high (hi) or low (lo) interest. The student is then asked to find the number of this activity on the answer sheet and mark the sheet accordingly. Scores are provided for 47 instructional programs.

Assessment Format: Group

Assessment Type: Self-evaluation

Examiner: No restrictionss

Comments: The CGI is self-administered and self-scored.

Skills or Materials Required: The CGI requires a reusable student booklet; answer sheet, profile, interpretation guide; and an examiner's manual.

Recommended Uses: The CGI is designed to provide measures of relative interest in postsecondary instructional programs.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: High school and college

Gender: Male or female

Applicable Population(s): Mild Mental Retardation; Orthopedic Impairment; Severe Emotional Disturbance; Specific Learning Disability; Speech Impairment; Visual Handicap; Traumatic Brain Injury

TECHNICAL ASPECTS

Reliability:

Comments: Asher mentioned that test-retest reliability would be inaccurately low because of changing conditions and multiple Hi-Lo responses. Both reviewers indicated that the author used fields defined in the CIP classification system to select the 47 instructional programs. However, no evidence to support reliability or validity was included in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Not recommended

General Comments: Bunch reported that the CGI fails to exhibit evidence of reliability and validity and recommended that the CGI not be used to guide students. Asher reported that the basic research to support the theoretical basis of the inventory has not been completely reported and that norms are needed to establish the usefulness of the inventory.

Career Skills Assessment Program (CSAP)

GENERAL INFORMATION

Publisher: Career Skills Assessment Program of The College Board

Date of Publication: 1977-79

Author: The College Board

Review Information:

> Jeffrey H. Greenhaus, Department of Management and Organizational Sciences, Drexel University, Philadelphia, PA; James D. Wiggins, Coordinator, Agency and School Counseling Programs, University of Delaware, Newark, NE.
>
> Greenhaus, J. H., & Wiggins, J. D. (1985). Review of Careers Skills Assessment Program (CSAP). In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurement Yearbook (pp. 281-283). Lincoln, NE: Buros Institute of Mental Measurement of the University of Nebraska-Lincoln.

Cost: $25 per set of 25 exercise booklets, response sheets, and self instructional guides for any one test; $13.50 per 25 reusable exercise booklets for any one test; $48.50 per sound filmstrip kit; $4 per manual; $6 per specimen set; scoring service, $.33 per student (minimum of 100 per content area).

Administration Time: 55-65 minutes

Assessment Description: The CSAP consists of six subtests: Self Evaluation and Developmental Skills, Career Awareness Skills, Career Decision-Making Skills, Employment Seeking Skills, Work Effectiveness Skills, and Personal Economic Skills. Each subtest package contains 60-70 items.

Assessment Format: Individual and group

Assessment Type: Not Indicated

Examiner: Restrictions

> Comments: The CSAP should be coordinated by a highly skilled counselor or teacher.

Skills or Materials Required: The CSAP requires a manual, directions for administration, technical report, and sound filmstrip kit. The subtests consist of reusable test booklets; self-machine scorable response sheets; and self-instructional guides.

Recommended Uses: The CSAP is used to help schools and colleges plan, implement, and/or evaluate career development programs, and to help individuals enhance their career development skills.

Focus of Assessment: Vocational Skills or Aptitudes; Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: High school and college students

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Comments: Wiggins indicated that the statistical data presented by the author showed adequate reliability coefficients for studies reported. However, no coefficients were reported in the review.

Validity:

Content: Content domains were specified in consultation with experts from a five-state Career Education Consortium and were based on lists of career education objectives, recommendations of professional organizations, and the career development literature. Items were reviewed by subject matter experts; checked for possible bias against members of minority, cultural, and gender groups; and assessed for reading level difficulty.

Comments: Greenhaus indicated that since content domains can vary across different situations, no measurement operation is content valid in all circumstances.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Greenhaus reported that the CSAP can be useful to institutions in assessing students' current proficiencies in the six career skill areas. Further, Greenhaus reported that institutions with ongoing career education programs can use the CSAP to monitor students' proficiencies before and after exposure to programs. Wiggins reported that the CSAP is not a true assessment instrument, but more of a reading test. Wiggins also reported that other methods of skills assessment, such as work samples related to specific occupations, may offer more to students than the CSAP.

Career Survey

GENERAL INFORMATION

Publisher: American Testronics

Author: Unknown

Review Information:

Christopher Borman, Professor of Educational Psychology, Texas A&M University, College Station, TX; George Domino, Professor of Psychology, University of Arizona, Tucson, AZ.

Borman, C., & Domino, G. (1989). Review of Career Survey. In J. C. Conoley and J. J. Kramer (Eds.). The Tenth Mental Measurements Yearbook, (pp. 147-151). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $26.25 per 35 career survey booklets, 35 orientation booklets, and directions for administration; $23.85 per 35 interest survey booklets, 35 orientation booklets, and directions for administration.

Administration Time: 60 minutes

Assessment Description: The Career Survey is a guidance instrument consisting of two parts: the Ohio Career Interest Survey and the Career Ability Survey. The interest test is divided into two parts. Part 1 features 12 scales of 11 items each; items are scored on a 5-point scale ranging from dislike very much to like very much. Part 2 consists of seven additional items. The Career Ability Survey contains two parts: verbal reasoning, measured by 22 verbal analogy items; and nonverbal reasoning, measured by 18 items.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictionss

Comments: The reviewers indicated that directions for administration are clear and easy to follow. The survey can be hand-scored using directions in the Counselor's Guide. Machine scoring, however, is recommended.

Skills or Materials Required: The Career Survey requires: at least a sixth-grade reading level test booklet and a Counselor's Guide.

Recommended Uses: The Career Survey is recommended to (a) Provide students, clients and counselors with information to stimulate the counseling process; (b) encourage exploration of career areas not previously considered; and (c) provide a link between long range career plans and short-range educational decisions.

Focus of Assessment: Intelligence and Related, Academic Achievement, Vocational Skills or Aptitudes, Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: The normative sample included 3,000 junior high students, 7,000 high school students, and 681 college students from diverse geographic areas. Little information is given about these subjects.

Grade Equivalent: Grades 7-12 and adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson formula 20 coefficients ranged from 0.86 to 0.93.

Test-retest: Coefficients ranged from 0.79 to 0.92 with a median of 0.86.

Comments: Satisfactory internal consistency of the ability test as reported but no data for test-retest reliability of the ability test were provided.

Validity:

Construct: Theoretical relationships were predicted from a two-dimensional model used to develop the instrument; "fit" between observed and theoretical relationships were examined.

Norming Information: The instrument was normed nationally in 1983 and 1984. Reviewers indicated that a list of participating schools was included in Part 4 of the Counselor's Guide.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Borman indicated that the Career Survey was well developed in terms of providing support materials for clients and students and providing good reference materials for those administering and interpreting the instrument. Borman indicated also that it offers the potential for being a very useful instrument. Domino indicated that no empirical evidence exists to suggest that the information a) stimulates counseling, b) encourages exploration of new careers, c) provides a link between long-range career plans and short range educational goals. In addition, Domino stated that unless such evidence is forthcoming, career counselors are advised to use other, better validated instruments.

Carolina Picture Vocabulary Test for Deaf and Hearing Impaired (CPVT)

GENERAL INFORMATION

Publisher: PRO-ED, Inc.

Date of Publication: 1985

Author: Thomas L. Layton and David W. Holmes

Review Information:

Layton, T. L., & Holmes, D. W. (1992). Review of Carolina Picture Vocabulary Test. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (p. 156). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $69 per complete program; $55 per test; $7.50 per 50 record forms; $7.50 per manual.

Administration Time: 10-30 minutes

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Recommended Uses: The CPVT is used to measure the receptive sign vocabulary in individuals where manual signing is the primary mode of communication.

Focus of Assessment: Receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 2.5-16 years

Gender: Male or female

Applicable Population(s): Deaf Hearing Impairment

TECHNICAL ASPECTS

Reliability: No evidence was provided in the review.

Validty: No evidence was provided in the review.

RECOMMENDATIONS

Not formally Reviewed

Applicable Transition Outcome Area(s): Vocational Training

Chart of Initiative and Independence (CII)

GENERAL INFORMATION

Publisher: NFER-Nelson Publishing Co.

Date of Publication: 1980

Author: I. Macdonald and T. Couchman

Review Information:

Morton Bortner, Professor of Psychology and Education and Director of Clinical Training, Yeshiva University, New York, NY:

Bortner, M. (1989). Review of Chart of Initiative and Independence (CII). In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 289-292). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $3.45 per 25 individual assessment forms; $3.45 per 25 development programme forms; $.85 per residential policy form; $3.95 per 25 preliminary assessment forms; $1.25 per manual of activities; $1.05 per preliminary assessment manual; $5.45 per complete manual.

Assessment Description: The CII consists of three separate rating scales focused on the behavior of adults with mental retardation: Individual Assessment Format, Development Programme Format, and Residential Policy Format.

Assessment Format: Individual

Assessment Type: Criterion-reference; Rating form

Examiner: Restrictions

Comments: Levels of behavior are assessed based on observations reported by either staff or parents to social workers.

Skills or Materials Required: The CII requires a complete manual, manual of activities, and preliminary assessment manual.

Recommended Uses: The CII is used to describe social competence in functional areas presumed to underlie the capacity to adjust to living arrangements that range from hospital wards through community living.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Mild mental retardation; Moderate mental retardation; Severe or profound mental retardation

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent Living; Community Participation

Reviewer Recommendation: Not recommended

General Comments: Bortner indicated that the CII does not have the advantages of a checklist nor the advantages of direct observation systems.

Community Living Observation System (CLOS)

GENERAL INFORMATION

Publisher: Rehabilitation Research and Training Center in Mental Retardation

Date of Publication: 1977

Author: Valerie Taylor and Daniel Close

Review Information:

Richard L. Simpson, Professor of Special Education, University of Kansas, Lawrence, KS.

Simpson, R. L. (1985). Review of Community Living Observation System. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook, (pp. 371-372). Lincoln,, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $75.00 per manual

Administration Time: 5 minutes

Assessment Description: The CLOS is designed to assess responses and interactions that occur during unstructured periods and consists of fourteen target behaviors.

Assessment Format: Individual

Assessment Type: Observation

Examiner: Restrictions

Comments: The examiner is trained to code and observe in 14 separate classes of behavioral events.

Skills or Materials Required: The CLOS requires one form (1 page) and manual (37 pages, including all materials necessary for test administration).

Recommended Uses: The CLOS is used to observe and analyze the behaviors and interactions of individuals with severe and profound mental retardation living in group homes.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Comments: Simpson revealed two primary strengths of the CLOS: (a) the naturalistic observational system allows for direct analysis of specific and meaningful responses to various stimuli, and (b) the CLOS serves to fill an otherwise critical void in the assessment of individuals with mental retardation living in community settings.

Gender: Male or female

Applicable Population(s): Severe or profound mental retardation

TECHNICAL ASPECTS

Reliability:

Inter-rater: Simpson indicated that arriving at acceptable levels of interobserver reliability appeared problematic.

Validity:

Comments: Simpson indicated that since the CLOS was designed to assess leisure-time activities, one must question the social validity of certain types of coding directives.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Community Participation

Reviewer Recommendation: Recommended

General Comments: Simpson reported that the CLOS is useful in evaluating and aiding decision making about persons with mental retardation assigned to group homes, however, inexperienced users of the system may encounter difficulty in effectively applying the system. Simpson indicated that while the interactions between subjects and their environment often provide valuable information, the recording system used was confusing and difficult. Simpson also reported that no suggestions were presented on how to use CLOS data, either for program evaluation or individual client analysis purposes.

Community Living Skills Screening Test, Second Edition (CLSST)

GENERAL INFORMATION

Publisher: Mid-Nebraska Mental Retardation Services

Date of Publication: 1975-81

Author: Robert L. Schalock and Linda Sweet Gadwood

Review Information:

Jean Dirks, Psychologist, Southgate Regional Center for Developmental Disabilities, Southgate, MI.

Dirks, J. (1985). Review of Community Living Skills Screening Test. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook, (pp. 372-373). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $35 per complete set and $4.50 per quick screening test.

Administration Time: Dirks indicated that the CLSST is time-consuming.

Assessment Description: The CLSST consists of 174 behavioral skills in 10 behavioral domains: personal maintenance, dressing and clothing care, eating and food management, social behavior, expressive skills, home living, money management, time awareness and utilization, recreation and leisure skills, community awareness and utilization.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Comments: Dirks did not report examiner qualifications.

Skills or Materials Required: The CLSST requires one form, a quick screening test recording form, and standardization manual. In addition, screening test materials, baseline and skill acquisition record, and remediation manual also are required.

Recommended Uses: The CLSST is used to assess skills and train individuals with developmental disabilities in non-institutional settings such as group homes, foster family homes, staffed apartments, or independent housing.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: No age is reported.

Gender: Male or female

Applicable Population(s): All populations appear to be applicable.

TECHNICAL ASPECTS

Reliability:

Inter-rater: Interobserver reliability was between .79-.92, with correlations between .80-.97, for all but 1 of the 10 subtest areas.

Validity:

Comments: No validity data were reported.

Norming Information: The reviewer did not include norming data.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Community Participation

General Comments: Dirks reported that the CLSST fails to reveal adequate technical information.

Reviewer Recommendation: Recommended

General Comments: Dirks recommended the CLSST for use even though it has some limitations. He stated that this test is applicable to low functioning as well as high functioning individuals, and appears to be feasible for use in real-life situations.

Comprehensive Screening Tool for Determining Optimal Communication Mode (CST)

GENERAL INFORMATION

Publisher: United Educational Services, Inc.

Date of Publication: 1984

Author: Linda Infante House & Brenda S. Rogerson

Review Information:

Marilyn E. Demorest, Associate Professor of Psychology, University of Maryland-Baltimore County, Catonsville, MD.

Demorest, M. E. (1989). Review of Comprehensive Screening Tool for Determining Optimal Communication Mode. In J. C. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 207-210). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1986) $53 per 25 scoring sheets, 25 record sheets per sub-test and manual.

Administration Time: 45 minutes

Assessment Description: The CST is comprised of nine subtests that evaluate performance in the areas of vocal production, gestural, motor production, and response to symbols and pictorial content.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Skills or Materials Required: Recording sheet for each subtest and a scoring summary/profile sheet are required.

Recommended Uses: The CST may be used to promote formal and objective assessment of non-speaking individuals.

Focus of Assessment: Expressive language; receptive language; perceptual motor

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Gender: Male or female

Applicable Population(s): Mild mental retardation; moderate mental retardation; severe or profound mental retardation; multi-handicapped; orthopedic impairment; speech impairment; traumatic brain injury; physical disability

TECHNICAL ASPECTS

Reliability:

Inter-rater: Demorest reported that the only evidence of interobserver reliability for the CST comes from a sample of 10 clients who were independently evaluated by the authors with "consistent scoring on all items."

Comments: Demorest indicated that given the ambiguity of the scoring system, it was important that reliability be established. She indicated also that little evidence supporting objectivity of the assessment procedure existed.

Validity:

Comments: Demorest commented that test users should be aware of claims that the CST can be used to support a selected mode of training or to evaluate intervention procedures. She indicated that the effect of standardization and the potential for observer bias are likely to seriously compromise its validity in such applications.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment; Adult Services; Independent Living; Community Participation

General Comments: Demorest believed the most serious omission in the CST manual is the failure to provide evidence supporting the recommended interpretation of battery scores.

Reviewer Recommendation: Not recommended

General Comments: Demorest reported that the CST is a tool for behavioral assessment and suffers from a lack of precision in the definition and application of the rating scale. Demorest also reported that the manual provides no empirical data on the psychometric characteristics of battery scores, and studies should be undertaken to demonstrate interobserver and test re-test reliability, as well as the validity of the recommended battery-score interpretations.

Conners Rating Scale (CRS)

GENERAL INFORMATION

Publisher: Multi-Health Systems

Date of Publication: 1989

Author: C. Keith Conners

Review Information:

Brian K. Martens, Associate Professor of Psychology and Education, Syracuse University, Syracuse, NY. Judy Oehler-Stinnett, Assistant Professor of Psychology, Eastern Illinois University, Charleston, IL.

Martens, B. K., & Oehler-Stinnett, J. (1992). Conners Rating Scale. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 233-241). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $90 per complete kit

Administration Time: 15 minutes

Assessment Description: The CRS consists of two teacher-rating scales and two parent-rating scales. Each pair consists of a long and short form, and all contain a 10-item hyperactivity index and hyperactivity subscale. The items are rated using a 4-point scale (Not at All, Just a Little, Pretty Much, Very Much) and all items are negatively worded.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The CRS is utilized by teachers and parents.

Skills or Materials Required: Answer sheets, copying skills, and profile sheets

Recommended Uses: The CRS is used to screen childhood problems and, in conjunction with other assessment methods, for clinical diagnosis.

Focus of Assessment: Affective behavior; adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - European-Americans

Age Equivalents: 0-14 years; 14-Adult

Gender: Male or female

Applicable Population(s): Severe emotional disturbance

TECHNICAL ASPECTS

Reliability:

Internal Consistency: Martens reported that Cronbach's Alpha ranged from .61 to .95.

Inter-rater: Martens reported that percent agreement between teachers, parents, and teachers and parents ranged from .23 to .94.

Test-Retest: Martens reported that correlations with intervals ranging from two weeks to one year ranged from .33 to .91.

Comments: Oehler-Stinnett reported that additional reliability studies were needed.

Validity:

Concurrent: On the Parent Rating Scale, Oehler-Stinnett reported that correlations between the 1970 CPRS-93 factors and the Behavior Problems Checklist ranged from .14 to .82; the highest correlations were between the Hyperactivity (.82) and Conduct Problem (.75) factors and the BPC Conduct Problem factor.

Comments: Oehler-Stinnett reported that construct validity for the CRS should be considered when using the 10-item scale revised from the 39-item CTRS. The items were not selected to discriminate among conduct disordered, hyperactive, inattentive, or anxious children; however, the scale was widely adopted for use in identifying hyperactive children. Finally, Oehler-Stinnett indicated that the manual reported minimal separate psychometric data for each version of each scale which was a major drawback to using the CPS.

Norming Information: Martens reported that the CRS precludes the aggregation of norms across studies. Three scales employed norms of questionable representativeness because data were apparently collected in only a single metropolitan area. Oehler-Stinnett reported that the CRS norms were outdated.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; postsecondary education; integrated employment

Reviewer Recommendation: Recommended

General Comments: Martens reported that the CRS is among the most widely used assessment instruments for assessing childhood problem behaviors. Oehler-Stinnett reported that the CRS requires much additional work and for overall behavioral measures, other scales exhibit more adequate psychometric properties.

Continuing Education Assessment Inventory (CEAI)

GENERAL INFORMATION

Publisher: Barber Center Press, Inc.

Date of Publication: 1975

Author: Gertrude A. Barber, Beth Lane, Shirley Johnson, & Alfred P. Riccomini

Review Information:

Rodney T. Hartnett, Research Associate, Office of Institutional Research, Professor, Graduate School of Education, Rutgers, The State University of New Jersey, New Brunswick, NJ.

Hartnett, R. T. (1985). Review of Continuing Education Assessment Inventory. In J. V. Mitchell, Jr. (Eds.), The Tenth Mental Measurements Yearbook, (pp. 393-394). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $3.50 or less per inventory, depending on number ordered; $6 or less per manual, depending on number ordered.

Assessment Description: The CEAI assesses competencies in seven of functioned areas: independence, leisure time, prevocational, self-care, mobility, communication, and personal and social development. The 7 areas are subdivided further into 34 specific skill areas. The 34 skill areas are subdivided into 455 specific skills.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Skills or Materials Required: The CEAI requires one form, a manual, personal data sheet, progress/program chart, and quarterly progress/program chart.

Recommended Uses: The CEAI is used to measure the development of somatic, personal, social, and vocational capabilities of teenagers and adults with mental retardation.

Focus of Assessment: Social skills; daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adolescents and adults

Gender: Male or female

Applicable Population(s): Mild mental retardation; moderate mental retardation; severe or profound mental retardation

TECHNICAL ASPECTS

Reliability: No evidence was reported in the review.

Validity: No evidence was reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Continuing and Adult Education; Independent Living; Community Participation

Reviewer Recommendation: Not recommended

General Comments: Hartnett indicated that with the absence of the rationale underlying CEAI's development, scale construction, reliability and validity, it cannot be recommended for anything other than research at this time.

Daily Stress Inventory (DSI)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1988-89

Author: Phillip J. Brantley and Glenn N. Jones

Review Information:

Steven C. Hayes, Professor of Psychology and Director of Clinical Training, University of Nevada, Reno, NV; Thomas E. Powell, Doctoral Candidate, Department of Psychology, North Carolina State University, Raleigh, NC.

Hayes, S. C., & Powell, T. E. (1992). Review of Daily Stress Inventory. In J. J. Kramer and J. C. Conoley (Eds.). The Eleventh Mental Measurements Yearbook, (pp. 259-263). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher.

Assessment Description: The DSI is a 58-item occurrence and rating inventory that asks clients to indicate daily the number of minor, annoying events that occurred, and to rate their impact on a 7-point scale from "occurred but is not stressful" (rating of 1) to "caused some stress" (rating of 4) to "caused me to panic" (rating of 7).

Assessment Format: Individual and group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Administration is limited to clinicians.

Skills or Materials Required: The administrator is required to discuss the nature and importance of the task with the respondent immediately before administration.

Recommended Uses: The DSI is constructed to measure "the number and relative impact of common minor stressors experienced frequently in everyday life."

Focus of Assessment: Affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 18 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients were reported above .80 which may be due to subjective reactions included in the items themselves.

Test-retest: Day-to-day stability was high for occurrence and low for rated impact, and week-to-week stability was low for occurrence and high for impact.

Validity:

Content: The reviewers indicated that the method of item collection appeared basically sound, although limitations associated with the population existed. They indicated that the items were the major strength of the DSI, although no coefficients were reported.

Concurrent: The DSI did not correlate with the Marlow-Crowne, correlation information was reported pertaining to the Edwards Social Desirability (ESD) scale.

Norming Information: Normative data were collected from 473 adults whose occupation was "other than full-time student, in a community surrounding a large state university in the southeastern United States." The general population consisted of females (67%), nonwhites (17%), and college educated individuals (47%). Ages ranged from 18 to 72 years with a mean of 33.4 years and a standard deviation of 12.2 years.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment

Reviewer Recommendation: Recommended

General Comments: Hayes reported that the DSI appears to be a reasonable collection of minor annoying items useful for daily stress ratings. Powell reported that additional research is needed to determine the DSI's value as an assessment instrument, as a method of monitoring and evaluating the outcome of treatment interventions, and as a measure that can explicate the relation between stress and life's circumstances.

Decision-Making Inventory (DMI)

GENERAL INFORMATION

Publisher: Marathon Consulting and Press

Author: Richard Johnson, William C. Coscarelli, & JaDean Johnson

Review Information:

Ric Brown, Ed.D., Professor of Education, California State University-Fresno, Fresno, CA.

Brown, R. (1988). Review of Decision Making Inventory. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 159-162). Kansas City, MO. Test Corporation of America.

Administration Time: 10 minutes

Assessment Description: The DMI consists of 20 questions. Four scores are obtained from the DMI representing the subscales of Spontaneous, Systematic, Internal and External.

Assessment Format: Individual

Assessment Type: Inventory

Examiner: Restrictions

Comments: The qualifications of the examiner are not covered. The reviewer indicated, however, that the manual suggests that a counselor interpret and discuss the results with the respondent.

Skills or Materials Required: The DMI manual includes a description of the theoretical underpinnings of the decision-making theory to be used in interpretation of results.

Recommended Uses: The DMI is used to assess an individual's preferred style of decision making. Counselors use the DMI results in conjunction with theoretical information in the manual to guide discussion with clients.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: High school to adult

Gender: Male or female

Applicable Population(s): University students, Special Education teachers; working adults

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients ranged from .23 to .73 for Form G. Estimates were reported in a supplementary writing for Forms H & I and alpha coefficients ranged from .30 to .69, and from .34 to .73, respectively.

Test-retest: Coefficients ranged from .27 to .71 for the four scales.

Norming Information: Form I reported data from special education teachers (N=80), Illinois FHA bankers (N=62), and national training professionals (N=30). Form H reported data from Ohio State University Freshmen (N=137) and Form G reported data from Southern Illinois University (overall N was greater than 1,000).

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Brown indicated that the DMI is most useful as an inventory in counseling settings or courses where individuals are exploring how they make decisions.

DeLong Interest Inventory

GENERAL INFORMATION

Publisher: Academic Therapy Publications

Date of Publication: 1988

Author: Ruth Simpson DeLong

Review Information:

Robert F. McMorris, Professor of Educational Psychology and Statistics, State University of New York at Albany, Albany, NY; Annie W. Ward, President of Ward Educational Consulting, Inc. and of The Techne Group, Inc., Daytona Beach, FL.

McMorris, R. F., & Ward, A. W. (1992). Review of the DeLong Interest Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 271-273). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $8 per 25 recording forms, $10 per manual.

Administration Time: 10 minutes

Assessment Description: The inventory is a relatively brief, informal set of 14 topics that an examiner can use to interview a student or client.

Assessment Format: Individual

Assessment Type: Interview

Examiner: Restrictions

Comments: It is suggested that administration and interpretation be conducted by an examiner who conceptualizes himself/herself as a counselor, an educator, a psychologist, an observer, and an advocate.

Recommended Uses: The inventory is designed to identify areas of interest for use in developing a remedial program.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Special education students all ages

Gender: Male or female

Applicable Population(s): Any special education student

TECHNICAL ASPECTS

Reliability:

Comments: McMorris indicated that it would help the interpreter to know the extent to which themes were likely to be stable over even short periods of time, and also whether two observers hearing the same responses were likely to report the same themes.

Validity:

Comments: McMorris indicated that the manual included anecdotal information on validity.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Not recommended

General Comments: Ward reported that there is limited information available to recommend this instrument and most trained and experienced interviewers would do as well constructing their own interview form. McMorris reported that the potential user should be cautioned because a myriad of questions regarding interpretation have not been acknowledged in the manual.

Descriptive Tests of Language Skills (DTLS)

GENERAL INFORMATION

Publisher: The College Board

Date of Publication: 1978-88

Author: The College Board

Review Information:

Francis X. Archambault, Jr., Professor of Educational Psychology and Department Head, The University of Connecticut, Storrs, CT.

Archambault, F. X. (1992). Review of Descriptive Tests of Language Skills. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 275-277). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $16.15 for complete package

Administration Time: Ranges from 25-70 minutes.

Assessment Description: The DTLS uses a multiple-choice test format to assess Reading Comprehension, Critical Reasoning, and Sentence Structure. The DTLS also assesses Conventions of Written English.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The DTLS is used by college teachers and administrators.

Skills or Materials Required: The DTLS requires a test booklet, instructor's guide, scoring guide, and student's guide.

Recommended Uses: The DTLS is used to identify students who may need special assistance in particular aspects of reading and language use before undertaking college-level work, tailor instruction in reading and composition to individual student needs, and plan instruction for classes or groups of students.

Focus of Assessment: Academic achievement

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: College

Gender: Male or female

Applicable Population(s): Beginning students in two and four year institutions

TECHNICAL ASPECTS

Reliability:

Internal consistency: The DTLS reported coefficients of .88 for both Reading Comprehension and Conventions of Written English, .86 for Sentence Structure, and .78 for Critical Reasoning.

Comments: The reviewer indicated that caution should be used when interpreting the internal consistency scores.

Norming Information: No normative data are reported.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Continuing and Adult Education

Reviewer Recommendation: Not recommended

General Comments: Archambault indicated that before the DTLS can be fully recommended for use, more technical information must be provided.

Devereux Adolescent Behavior Rating Scale (DAB)

GENERAL INFORMATION

Publisher: The Devereux Foundation Press

Date of Publication: 1985

Author: George Spivack, Jules Spotts, and Peter E. Haimes

Review Information:

Linda D. Hufano, Ph.D., District Psychologist, Department of Education, Honolulu, HI.

Hufano, L. D. (1989). Review of Devereux Adolescent Behavior Rating Scale (DAB). In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 181-185). Austin, TX: PRO-ED.

Administration Time: 10-15 minutes

Assessment Description: The DAB is an 84-item of the rating scale. For the first 57 items, informants indicate the frequency of the described behavior on a 5-point scale ranging from "Very Frequently" to "Never." Informants rate the remaining 27 items on an 8-point scale, indicating the degree a youngster exhibits a particular behavioral characteristic.

Assessment Format: Individual

Assessment Type: Criterion-reference; Rating scale

Examiner: No restrictionss

Comments: Hufano indicated that the DAB should be rated by someone who shares living arrangements with the youngster over a period of time, such as a parent, work supervisor, nurse, or houseparent.

Skills or Materials Required: The DAB requires a rating scale booklet and a manual.

Recommended Uses: The DAB is a means of checking a youngster's progress following intervention, pinpointing areas in which there are problems, increasing knowledge and sensitivities of personnel to particular behaviors, and for providing a basis for meaningful communication between caretakers and consultants.

Focus of Assessment: Adaptive behavior; affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 13-18 years

Gender: Male or female

Applicable Population(s): Mild mental retardation; Severe emotional disturbance; Specific learning disability

TECHNICAL ASPECTS

Reliability:

Inter-rater: A correlation of .46 was obtained on ratings between mothers and fathers of their normal teenager, and a correlation of .42 on ratings between a houseparent and member of the recreation staff for a heterogeneous group of institutionalized adolescents.

Test-retest: A median correlation coefficient of .82 was reported on two separate occasions 7 to 10 days apart.

Validity:

Comments: No evidence of validity was provided.

Norming Information: Item analyses of factor and cluster relationships with groups of 397 normal and 834 abnormal teenagers were conducted in the development of the scale.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Independent Living

Reviewer Recommendation: Recommended

General Comments: Hufano indicated that although many items of the DAB are relevant across school and clinic settings, some items may need to be deleted and additional items added to maximize utility in schools.

Emotional Behavioral Checklist (EBC)

GENERAL INFORMATION

Publisher: McCarron-Dial Systems

Date of Publication: 1986

Author: Jack G. Dial, Carolyn Mezger, Theresa Massey, & Lawrence T. McCarron

Review Information:

William A. Stock, Professor of Exercise Science, Arizona State University, Tempe, AZ; Hoi K. Sven, Associate professor of Educational Psychology, Pennsylvania State University, University Park, PA.

Stock, W. A., & Sven, H. K. (1992). Review of Emotional Behavior Checklist. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 317-320). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $10.50 per 25 checklists

Assessment Description: The EBC is a 35-item behavior checklist designed to measure seven factors, each with 5 items: Frustration-Impulsivity, Anxiety, Depression-Withdrawal, Self-Concept, Socialization, Aggression, and Reality Disorientation. No manual is included.

Assessment Format: Individual

Assessment Type: Criterion-reference

Recommended Uses: The EBC may be used in school, rehabilitation, and or clinical settings to assess an individual's overt emotional behavior.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American; Hispanic; all others

Age Equivalents: Children and Adults

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability:

Test-retest: An estimate of .83 was reported with a 7- to 14-day period between the first and second administration.

Validity:

Concurrent: Sven indicated that relatively high correlations between the EBC and various measures of emotional functioning and adaptive behavior in the McCarron-Dial System had been reported by the authors.

Predictive: A correlation of .70 was reported between EBC and placement level in vocational programs.

Comments: Stock reported that the EBC's evidence of validity was not adequate.

Norming Information: The EBC was normed on 567 adults 40% neurological disabilities, 42 some or complete visual impairment, 322 visually impaired or blind, and 92 nondisabled. The EBC had an absence of systematic sampling from educational and clinical populations. The norming sample was comprised of 60% Caucasian, 26% Black, 11% Hispanic, and 3% other.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Not recommended

General Comments: Stock indicated that the EBC falls short of professional standards for educational and psychological testing. In addition, Stock reported that its adoption for clinical and educational settings is not recommended, and its adoption in vocational settings is questionable at present. Sven considered the lack of information on intended use and appropriate setting as a major limitation.

The Emotional Empathic Tendency Scale (EETS)

GENERAL INFORMATION

Publisher: Albert Mehrabian

Date of Publication: 1972

Author: Albert Mehrabian and Norm Epstein

Review Information:

Mehrabian, A. P., & Epstein, N. (1992). Review of The Emotional Empathic Tendency Scale. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (p. 320). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher

Administration Time: 15 minutes

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Recommended Uses: The EETS is used to measure an individual's vicarious emotional response to perceived emotional experiences of others.

Focus of Assessment: Affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Severe Emotional Disturbance

TECHNICAL ASPECTS

Reliability: No evidence of reliability was reported.

Validity: No evidence of validity was reported.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Not recommended

Not formally reviewed

Employability Maturity Interview (EMI)

GENERAL INFORMATION

Publisher: Arkansas Research and Training Center in Vocational Rehabilitation

Date of Publication: 1987

Author: Richard Roessler and Brian Bolton

Review Information:

William R. Koch, Associate Professor of Educational Psychology, The University of Texas, Austin, TX.

Koch, W. R. (1992). Review of Employability Maturity Interview. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 320-321). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $7 per complete kit; $5 per 50 test forms; $4 per manual

Administration Time: 15-20 minutes

Assessment Description: The EMI is an individually administered structured interview consisting of 10 open-ended questions.

Assessment Format: Individual

Assessment Type: Interview

Examiner: No restrictionss

Comments: Koch indicated that the EMI is presented orally by an examiner in a prescribed sequence.

Skills or Materials Required: The EMI requires test forms and a manual.

Recommended Uses: The EMI is used to assess the readiness of vocational rehabilitation clients to begin the vocational choice planning process.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Rehabilitation clients (adults)

Gender: Male or female

Applicable Population(s): Mild mental retardation; moderate mental retardation; severe or profound mental retardation; orthopedic impairment; severe emotional disturbance; specific learning disability

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half reliability ranged from .74 to .82.

Inter-rater: A correlation of .80 was reported at the item level, and ranged from .90 to .93 for total score.

Validity:

Construct: Koch indicated that the EMI reported construct validity, however, it was not included in the review.

Norming Information: The norming population consisted entirely of students with disabilities. Koch reported that the EMI exhibited inadequate norms and that normative data were needed from multiple sites across several regions of the U.S. before the EMI could be considered somewhat representative.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Koch indicated that the EMI appears to have promise for use as a brief, individually administered, structured interview procedure.

Employment Screening Test (EST)

GENERAL INFORMATION

Publisher: Mid-Nebraska Mental Retardation Services, Inc.

Date of Publication: 1985

Author: Robert L. Schalock, Deborah L. Johnsen, and Thomas L. Schik

Review Information:

Brian Bolton, Professor, Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, Fayetteville, AR; Leland C. Zlomke, Clinical Coordinator of Intensive Treatment Services, and Brenda R. Bush, Psychologist, Beatrice State Developmental Center, Beatrice, NE.

Bolton, B., Zlomke, L. C., & Bush, B. R. (1992). Review of Employment Screening Test. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 321-324). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $25 per manual including analysis sheet

Assessment Description: The EST consists of behavioral capability and performance requirements for 26 physical demands and 11 temperament variables.

Assessment Format: Group

Assessment Type: Criterion-reference; Ecobehavioral analysis

Examiner: Restrictions

Comments: The EST is completed by professionals to determine Goodness-of-Fit Index and Discrepancy Analysis for client-job match.

Skills or Materials Required: The EST requires a Person-Job Analysis scoring sheet, the Goodness-of-Fit Index, Discrepancy Analysis, and manual.

Recommended Uses: The EST provides procedures for performing a person job analysis by comparing the performance requirements of a job with the behavioral capabilities of the client.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adolescents and adults

Gender: Male or female

Applicable Population(s): Severe or profound mental retardation

TECHNICAL ASPECTS

Reliability:

Inter-rater: Inter-rater reliability coefficients were .71 for 26 physical demands for jobs and .85 for employees. Coefficients were .64 for 11 temperamental requirements for jobs and .57 for employees.

Validity:

Content: Zlomke and Bush indicated that the items of the EST were similar to those established in a Department of Labor guide. However the authors provided no indication why changes were made or why the guide was not used.

Construct: A work performance index was obtained for two groups of employees classified as "good" and "poor," measured by skill acquisition, incident reports, and behavioral interventions needed. A significant (p<.01) difference between the two criterion groups was observed.

Norming Information: The EST was field tested in Nebraska.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training; Integrated Employment

Reviewer Recommendation: Highly recommended

General Comments: Bolton indicated that the EST is a carefully developed instrument for assessing the job potential of persons with developmental disabilities. Zlomke and Bush indicated that the EST has value as a standardized guide to performing a job-person analysis and identifying mismatches between individual client capabilities and specific job requirements.

Enderle-Severson Transition Rating Scale (ESTR)

GENERAL INFORMATION

Publisher: Practical Press

Date of Publication: 1991

Author: Jon Enderle and Susan Severson

Review Information: Not formally reviewed

Cost: not provided

Assessment Description: The ESTR consists of 136 items organized in 4 categories traditionally included in life skills curricula: recreation/leisure, vocational, community and domestic, and post secondary. These categories include the subscales of Jobs and Job Training, Recreation and Leisure, Home Living, Community Participation and Post-secondary Training and Learning Opportunities.

Cost: Not provided

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Comments: The ESTR requires no specialized skills for administration; beyond an understanding of the defined procedure. The ESTR is completed by the learner's classroom teacher, parent, or primary caregiver.

Skills or Materials Required: The ESTR contains a profile, directions, rating scale, and framework for transition planning.

Recommended Uses: The ESTR is used with students ages 14-21 with any type of disability to identify strengths as well as specific program needs.

Focus of Assessment: Vocational skills or aptitudes; lifestyle or consumer satisfaction; daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 14-21

Gender: Male or female

Applicable Population(s): Any student with a disability.

TECHNICAL ASPECTS

Validity:

Content: Items were selected from a pool of over 5,000 adaptive behavior items reflecting skills and behaviors typically required in adult life. The draft was reviewed by 25 experts currently working in the area of transition.

Comments: No evidence was provided to support the reliability of the ESTR.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment; Independent Living; Community Participation

ESL/Adult Literacy Scale

GENERAL INFORMATION

Publisher: Academic Therapy Publications

Date of Publication: 1989

Author: Michael Roddy

Review Information:

Anne L. Harvey, Measurement Statistician, Educational Testing Service, Princeton, NJ; Diana L. Newman, Associate Professor of Educational Theory and Practice, University at Albany-SUNY, Albany, NY; and Kathleen T. Toms, Assistant Professor of Education, College of St. Rose, Albany, NY.

Harvey, A. L., Newman, D. L., & Toms, K. T. (1992). Review of the ESL/Adult Literacy Scales. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 333-335). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $14 per 25 test booklets; $3 per scoring overlay; $3 per instruction sheet

Administration Time: 15-20 minutes

Assessment Description: The scale identifies the initial starting level for English second language and literacy instruction with adult learners. Five areas of language use are scored: Grammar, Life Skills, Reading, Composition, and Listening

Assessment Format: Individual

Assessment Type: Criterion-reference

Recommended Uses: The scale identifies the appropriate starting level for ESL and literacy instruction.

Focus of Assessment: Receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adults

Gender: Not specified

Applicable Population(s): Not specified

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Not recommended

General Comments: Harvey reported that without more information, this test should not be considered more useful than a locally developed, untested screening tool. Newman reported that the test was poorly constructed, inadequately documented, and appears to have limited use. They indicated that the scale fails to measure the productive level of spoken language.

Evaluating Acquired Skills In Communication (EASIC)

GENERAL INFORMATION

Publisher: Communication Skills Builder, Inc.

Date of Publication: 1984

Author: Anita Marcott Riley

Review Information:

Janet A. Norris, Ph.D., Assistant Professor of Communication Disorders, Louisiana State University, Baton Rouge, Louisiana.

Norris, J. A. (1988). Review of Evaluating Acquired Skills In Communication. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 202-208). Kansas City, MO: Test Corporation of America.

Cost: $80

Administration Time: Norris indicated that time is flexible.

Assessment Description: The EASIC consists of five Skill Inventory booklets and correlated Skills Profiles forms. The five Skill Inventories are organized into developmental levels, including a prelanguage, two receptive, and two expressive levels. Communication behaviors are examined in the areas of semantics, syntax, morphology, and pragmatics.

Assessment Format: Individual

Assessment Type: Checklist

Examiner: Restrictions

Comments: Norris indicated that both test administration and test scoring instructions are highly subjective and open to interpretation. Norris indicated also that the test items assume that the examiner possesses an appropriate background in linguistics and child development.

Skills or Materials Required: The EASIC consists of five Skill Inventory booklets and correlated Skills Profiles forms. Also, there is 26 categories of common objects and toys. Finally, a set of Goals and Objectives cards designate a behaviorally written objective.

Recommended Uses: The EASIC is used to identify and teach communication skills to students with autism, and mental impairments, and preschool children who are developmentally delayed.

Focus of Assessment: Expressive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Gender: Male or female

Applicable Population(s): Autism

TECHNICAL ASPECTS

Reliability:

Comments: The reviewer indicated that no demonstrated evidence of reliability or validity exists.

Validity:

Comments: Norris indicated that the assessed skills were arranged in five developmental levels, but no information or data were provided to support the claim.

Norming Information: The EASIC was normed on 200 students, however, there was no specific information regarding the delineation of age, sex, level of cognitive functioning, handicapping condition(s), educational setting and or placement, geographic location, or socioeconomic status. There were no norms or age levels assigned to test items or the overall performance on the EASIC.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

General Comments: Norris reported that the EASIC fails to measure or promote communication or social interaction in real-life situations and therefore tells very little about the student's knowledge or use of language for communication purposes.

Reviewer Recommendation: Not recommended

General Comments: Norris indicated that the EASIC as a checklist has some appealing features, but its lack of validity and reliability renders it unsuitable for most uses.

Fullerton Language Test for Adolescents (Experimental Edition)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Date of Publication: 1986

Author: Arden R. Thorum

Review Information:

Sheldon L. Stick, Ph.D., Professor of Special Education and Communication Disorders, University of Nebraska-Lincoln, Lincoln, NE.

Stick, S. L. (1988). Review of Fullerton Language Test for Adolescents. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 208-216). Austin: PRO-ED:

Administration Time: 45 minutes

Assessment Description: The test consists of eight subtests designed to sample different aspects of language. Two subtests focus on receptive language: oral commands and syllabication. Six subtests address expressive language: auditory synthesis, morphology competency, convergent production, divergent production, grammatic competency, and idioms.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Comments: The reviewer indicated that examiners should have a thorough understanding of test objectives in order to administer and score the various subtests.

Skills or Materials Required: The test includes a 28 page manual, scoring form, and profile.

Recommended Uses: The test is used to distinguish language-impaired adolescents from individuals whose language has been developing normally for the purpose of planning intervention programs.

Focus of Assessment: Expressive language; receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European

Groups included - African-American; Hispanic; all others

Age Equivalents: 11-18 years old

Gender: Male or female

Applicable Population(s): Severe emotional disturbance; specific learning disability; speech impairment; traumatic brain injury

TECHNICAL ASPECTS

Reliability:

Internal consistency: Mean item difficulty ranged from .47 to .92. Split-half reliability ranged from .71 to .85.

Test-retest: Reliability coefficients ranged from .84 to .96.

Validity:

Content: The eight subtests were determined on the basis of two criteria: existing theoretical support based on available literature and similar activities included in existing commercially available instruments assessing language.

Comments: Diagnostic validity was reported for two groups of adolescents. One group consisted of 489 students functioning within a regular public school program and the second group consisted of 73 public school students identified as having some academic difficulties and receiving a variety of special education services. Scores on the Fullerton were differentiated between groups beyond the .001 level of confidence.

Norming Information: The normative population consisted of graduate students majoring in communicative disorders at the California State University at Fullerton and professional speech and language specialists from Fullerton Union High School District and other districts within Orange and Los Angeles counties. The experimental edition was standardized on a sample of 762 11-to-18 year olds drawn from urban and rural areas of California and Oregon. Subjects attended regular public school classrooms and were considered representative of students in mainstream education.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Stick indicated that the eight subtests provide information that could be useful when planning treatment programs, however, validity issues need to be clarified.

Functional Skills Screening Inventory (FSSI)

GENERAL INFORMATION

Publisher: Functional Resources Enterprise

Date of Publication: 1984-86

Author: Heather Becker, Sally Schur, Michele Paoletti-Schelp, and Ed Hammper

Review Information:

Diane Browder, Associate Professor of Special Education, Lehigh University, Bethlehem, PA; Michael Poteat, Assistant Professor of Psychology, East Carolina University, Greenville, NC.

Browder, D., & Poteat, M. (1989). Review of Functional Skills Screening Inventory. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook, (pp. 315-318). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $98 per master copy including assessment booklet for unlimited assessments, scoresheets and user's guide; $14.50 per sample set including one completed assessment user's guide; $380 per FSSI interactive computer program for use with IBM PC (or $340 for use with Apple IIe) plus users guide; $22.50 per Demo disk.

Administration Time: 60-120 minutes

Assessment Description: The FSSI is a domain-referenced behavioral checklist; nine scores are categorized into three priority levels. The nine scores include: Basic Skills and Concepts, Communication, Personal Care, Homemaking, Work Skills and Concepts, Community Living, Social Awareness, Functional Skills Subtotal, and Problem Behaviors.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Comments: Browder indicated that the FSSI is administered by observing the client across time in his or her natural settings. Professionals or nonprofessionals working with clients with handicaps can administer the FSSI.

Skills or Materials Required: The FSSI requires an assessment booklet scoresheets, and a user guide.

Recommended Uses: The FSSI is used in natural settings to assess critical living and working skills in persons with moderate to severe handicapping conditions.

Focus of Assessment: Vocational skills or aptitudes; social skills; daily living and other survival skills; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 6 through adult

Gender: Male or female

Applicable Population(s): Moderate mental retardation; Severe or profound mental retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Poteat indicated that all scales had adequate evidence of internal consistency with alphas above .95.

Inter-rater: Correlations for seven of the functional scales were above .84; the inter-rater correlation for Problem Behaviors was .16.

Test-retest: Coefficients ranged from .94 to .99 for all scales used to measure functional skills; the Problem Behaviors scale was less stable with a correlation coefficient of .69.

Validity:

Concurrent: The FSSI was compared to the Vineland Social Maturity Scale and the Callier-Azusa Scale. Validity coefficients were not reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; integrated employment; independent living

Reviewer Recommendation: Recommended

General Comments: Browder indicated that the FSSI should be used as a screening instrument to identify educational or habilitative goals for clients with severe disabilities. Poteat indicated that the FSSI can be tentatively recommended for use as a criterion-based measure of adaptive behavior, however, potential users should purchase the demonstration diskette and user's guide to determine the appropriateness of the instrument for their setting.

Goldman-Fristoe Woodcock Auditory Skills Test Battery (G-F-W Battery)

GENERAL INFORMATION

Publisher: American Guidance Service, Inc.

Date of Publication: 1976

Author: Ronald Goldman, Madalyne Fristoe, and Richard W. Woodcock

Review Information:

Cindy P. Loser, Ph.D., CCC-A, Assistant Professor of Speech, Speech and Hearing Clinic, Butler University, Indianapolis, IN.

Loser, C. P. (1988). Review of Goldman-Fristoe Woodcock Auditory Skills Test Battery. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviewers (pp. 242-248). Austin, TX: PRO-ED.

Administration Time: 3 hours or more

Assessment Description: The G-F-W Battery consists of 12 tests divided into 4 clusters: the Auditory Selective Attention Test, Diagnostic Auditory Discrimination Test, Auditory Memory Tests, and Sound-Symbol Tests.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictionss

Comments: The G-F-W Battery requires minimal preparation or training.

Skills or Materials Required: The G-F-W Battery requires tape players, pre-recorded cassette tapes, color-coded answer forms, and manual with diagrams explaining equipment, test materials, set-up, and procedures. Earphones are recommended but not required.

Recommended Uses: The G-F-W Battery is used to identify children and adults with auditory deficiencies.

Focus of Assessment: Hearing

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European

Groups included - African-American; all others

Age Equivalents: Children and adults

Gender: Male or female

Applicable Population(s): Hearing Impairment

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half correlations ranged from .78 to .97 for ages 3-8, from .46 to .96 for ages 9-18, and from .73 to .97 for ages 19-80.

Test-retest: Loser reported that Baran and Gengal (1984) examined test-retest reliability of three of the G-F-W Battery subtests (Diagnostic Auditory Discrimination Test, Selective Attention Test, and Auditory Memory Tests). The Auditory Memory tests demonstrated test-retest correlations that ranged from .56 to .77.

Comments: Loser indicated that test-retest reliability was questionable and further examination warranted.

Validity:

Content: Loser indicated that content validity was effectively demonstrated in the technical manual by tables summarizing the major similarities and differences among the tests of the G-F-W Battery and other tests not in the battery. Correlations were not reported in the review.

Construct: Construct validity was demonstrated in three ways. First, intercorrelations among 12 tests for 3 age ranges were reported in correlation matrices. Correlations were (.59) for the 3-8 age range, (.30) for the 9-18 age range, and (-.60) for the 19-80 age range. Next, subjects' ages were correlated with the auditory skills of each of the 12 tests. Finally, the tests were administered to two clinical sample groups, one with mild speech or learning difficulties and one with severe learning difficulties.

Concurrent: The Auditory Discrimination in Noise and Memory for Sequence tests of the G-F-W Battery were correlated with the staggered Spondaic Word Test. Correlations were generally low to moderate (-.03 to .79).

Predictive: Loser indicated that the predictive value of the two tests included in the Battery as screening instruments for central auditory function was limited.

Norming Information: The normative population for 11 out of the 12 tests included 5,773 subjects, aged 3-80 years, from California, Florida, Maine, and Minnesota, with the majority from Minnesota.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training, independent living; integrated employment

Reviewer Recommendation: Recommended

General Comments: Loser indicated that the G-F-W Battery assessed a wide spectrum of auditory perceptual skills useful in the diagnoses of subjects suspected of having speech, language, and learning difficulties; however, caution should be noted when administering and interpreting results.

The Hall-Tonna Inventory of Values (H-T)

GENERAL INFORMATION

Publisher: Behaviordyne, Inc.

Date of Publication: 1985-90

Author: Brian P. Hall, Beni Amin Tonna (Inventory), Oren Harari (manual), Barbara D. Ledig (Manual and Workbooks), and Murray Tondow (manual).

Review Information:

Eleanor E. Sanford, Research Consultant, Division of Accountability Services/ Research, North Carolina Department of Public Instruction, Raleigh, NC.

Sanford, E. E. (1992). Review of the Hall-Tonna Inventory of Values. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 366-369). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $25 per individual prepaid report including workbook (indicate Lifestyle, Discern, Lifestyle II (group member), or Discern II (group member); $5 per specialized supplementary options (indicate Leadership, Faith & Ethics, or Skills/Time & Vocation); price data for manual (1986, 148 pages) and other test materials available from publisher.

Administration Time: 30-40 minutes

Assessment Description: The H-T consists of 77 forced-choice items measuring 125 values, 50 value descriptors, 8 developmental stages, and 7 developmental cycles. Each item consists of four responses assessing four different values and a "not applicable at this time."

Assessment Format: Individual or Group

Assessment Type: Self-administered

Examiner: No restrictionss

Comments: The H-T is computer scored by publisher. The reviewer suggested that the H-T be interpreted by a counselor.

Skills or Materials Required: The materials required for the H-T include an inventory, manual, and workbooks.

Recommended Uses: The H-T is used for identifying present value priorities and skills needed for future growth.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 16 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency reliability coefficients ranged from .66 for specific values to .92 for developmental level.

Test-retest: Test-retest reliability ranged from .66 for specific values to .75 for developmental level.

Validity:

Content: The intercorrelations of the 125 values on the H-T ranged from .-50 to .53, however, they clustered around 0.

Concurrent: The H-T was administered in conjunction with the Allport-Vernon-Lindzey Study of Values. There was a moderate degree of consistency found between the top three value categories. No coefficients were reported in the review.

Comments: The reviewer indicated that additional technical information and specific evidence of validity are needed.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services; Independent living; Community participation

Reviewer Recommendation: Recommended

General Comments: Sanford indicated that additional empirical support is needed before the Hall-Tonna Inventory of Values can be used to make predictions and judgments about the value development and change of individuals.

The Harrington-O'Shea Career Decision-Making System (CDM)

GENERAL INFORMATION

Publisher: American Guidance Service

Date of Publication: 1976

Author: Thomas F. Harrington and Arthur J. O'Shea

Review Information:

Robert C. Droege, Personnel Research Psychologist, (Retired) Employment and Training Administration, U.S. Department of Labor, Washington, DC.

Droege, R. C. (1988). In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 267-272). Austin, TX: PRO-ED.

Assessment Description: The CDM consists of self-assessment of occupational interests based on a 120-item interest inventory and expressed occupational preferences; self-reports of interest in school subjects, work values, and estimated abilities; identification of promising occupational groups indicated by the above information; and exploration of occupations in these groups using references usually available in school guidance offices and public libraries.

Assessment Format: Individual and group

Assessment Type: Self-administration

Examiner: No restrictionss

Comments: Droege indicated that a counselor should not be excluded from administration, however, in many instances individuals can benefit without counselor assistance.

Skills or Materials Required: The CDM requires a manual, survey booklets, Interpretive-Folder, and Interpretive material for machine-scored edition. Audio administration has been developed for poor readers.

Recommended Uses: The CDM is recommended for use in junior high school through grade 10, primarily as an educational tool to help students consider important factors in career choice; eleventh grade through college as a tool for making more immediate and specific careers decisions; and with adults for help in making career changes and for those reentering work after being absent for years.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: 7-12, college freshmen, and adults

Gender: Male or female

Applicable Population(s): Mild mental retardation; orthopedic impairment; severe emotional disturbance; specific learning disability; speech impairment

TECHNICAL ASPECTS

Reliability:

Internal consistency: Reliability coefficients were reported at (.90) for six Interest Survey scales.

Test-retest: Reliability coefficients ranged from .75 to .94.

Comments: Droege indicated that high self-scoring reliability (.98) is confirmation that self-administration and scoring is appropriate for the CDM.

Validity:

Construct: Droege indicated that a degree of correspondence between summary occupational codes derived from the Interest Survey and those derived from other sources were presented in terms of percentage agreement for code matches.

Concurrent: Droege indicated that data were presented on the extent to which Interest Survey codes agreed with Holland occupational/educational codes for the samples tested. However, correlations were not reported in the review.

Comments: Droege indicated that for concurrent and predictive validity, the agreements were generally good, however, the data were largely irrelevant to a meaningful concept validity.

Norming Information: The CDM was normed on national samples of 9,650 students in grades 7-12 and 2,925 college freshmen.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Highly recommended

General Comments: Droege indicated that the author has done a commendable job of breaking down the procedures for self-administration, self-scoring, and self-interpretation into a logical sequence which can be easily followed. Droege also indicated that the CDM is an excellent example of a systems approach to career decision-making oriented to the needs of individuals who need help in doing self-evaluations of their occupational interests and of other important factors related to informed career choice. Droege indicated also that improvements are possible and that additional validation research should be initiated.

General Aptitude Test Battery (GATB)

GENERAL INFORMATION

Publisher: United States Department of Labor

Date of Publication: 1986

Author: U.S. Employment Service

Review Information:

Jean Powell Kirnan, Ph.D., Assistant Professor of Psychology, Trenton State College Trenton, NJ; Kurt F. Geisinger, Ph.D., Associate Professor and Chairperson of Psychology, Fordham University, Bronx, NY.

Kirnan, J. P., & Geisinger, K. F. (1988). Review of General Aptitude Test Battery. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 217-234). Austin, TX: PRO-ED.

Administration Time: 2.5 hours

Assessment Description: The GATB assesses 9 aptitudes through the use of 12 tests.

Assessment Format: Group

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The GATB is administered by employment personnel.

Skills or Materials Required: Administration of the battery does not require professional expertise; however, the examiner must demonstrate examples, set up equipment, and score the performance tests.

Recommended Uses: The GATB is intended for use by the public employment system in occupational counseling to meet the occupational counseling needs of a specific time period.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 18 through 54

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: Test-retest time periods between testing administrations ranged from 1 day to 3 years. Reliability coefficients for the aptitudes typically ranged from .80 to .90.

Norming Information: The norms were based on test results of 519 employed workers who took the GATB. In 1952, a special stratified sample of 4,000 cases were extracted from 8,000 records of job incumbents tested while they were working in a wide variety of occupations. The stratified procedure was representative of the 1940 U.S. Census data of working people. Primary variables were occupation, gender, age, and geographic location. The sample consisted of equal proportions of males and females.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Highly recommended

General Comments: Kirnan and Geisinger reported that the GATB has proven useful in its application and is supported by good technical development.

The Henderson-Mariarty ESL/Literacy Placement Test (HELP)

GENERAL INFORMATION

Publisher: Alemany Press

Date of Publication: 1982

Author: Cindy Henderson, Pia Moriarty, and Mary Kay Mitchell (illustrations)

Review Information:

Charles W. Stansfield, Director, Division of Foreign Language Education and Testing, Center for Applied Linguistics, Washington, DC.

Stansfield, C. W. (1989). Review of the Henderson-Moriarty ESL/Literacy Placement Test. In J. C. Conoley and J. J. Kramer (Eds.). The Tenth Mental Measurements Yearbook (pp. 350-351). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1985) $16.95 per examiner's guide (1982, 29 pages) which includes test booklet, test materials, and answer sheets.

Administration Time: 15-20 minutes

Assessment Description: The HELP is a placement instrument to identify literacy learners and assign them to appropriate classes.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The HELP should be administered by a bilingual intake worker or teacher.

Skills or Materials Required: Certain stimulus materials (not a part of the kit) need to be provided including an ice cube tray, a telephone, real money, and a calendar.

Recommended Uses: The HELP is used on adult learners of English as a second language who have minimal or no oral English skills and minimal or no reading or writing skills in any language.

Focus of Assessment: Expressive language; Receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Oriental or Pacific Islander

Hilson Adolescent Profile (HAP)

GENERAL INFORMATION

Publisher: Hilson Research, Inc.

Date of Publication: 1984-87

Author: Robin E. Inwald, Karen E. Brobst, and Richard F. Morrissey

Review Information:

Allen K. Hess, Professor and Department Head, Auburn University at Montgomery, AL.

Hess, A. K. (1992). Review of Hilson Adolescent Profile. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 381-382). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $50 per starter kit including manual; scoring service offered by publisher.

Administration Time: 45-55 minutes

Assessment Description: The HAP is a 310-item true-false inventory intended to screen adolescents "at risk" for personality, behavior, and adjustment problems. The items are grouped into four domains: Validity scale, Acting Out Behavior, Interpersonal Adjustment, and Internalized Conflict. The 4 domains consist of 16 scales.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictionss

Recommended Uses: The HAP is designed as a screening tool to assess the presence and extent of adolescent behavior patterns and problems.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 10-19 years

Gender: Male or female

Applicable Population(s): Severe emotional disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: KR-20 coefficients ranged from .67 to .90 for the 16 HAP scales.

Test-retest: In one study of 33 students, two to four week test-retest reliabilities ranged from .74 to .95. In a second study involving a sample of 72 high school dropouts, re-tested at two to four months, reliabilities ranged from .60 to .86.

Validity:

Concurrent: A set of discriminate function analyses was used to establish concurrent validity. Six groups were defined with problems of suicide, drug, alcohol, substance or sexual abuse, or conduct disturbance and were contrasted with the remainder of the norm group. Correct classifications ranged in the .70s.

Comments: Hess reported that the only criterion studies presented concerned factor structure and classification.

Norming Information: The norming sample contained 465 males and 251 females who ranged in age from 10 to 19 years. Subsamples of delinquents, psychiatric inpatients and outpatients, and college students were presented.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

General Comments: Hess indicated that the test user may wish to use the HAP in concert with other information sources and inventories, and develop local norms. Hess also reported that the HAP is an inventory in need of validity.

Hilson Personnel Profile/Success Quotient (HPP/SQ)

GENERAL INFORMATION

Publisher: Hilson Research, Inc.

Date of Publication: 1988

Author: Robert E. Inwald

Review Information:

Joseph G. Law, Jr., Associate Professor of Behavioral Studies, University of South Alabama, Mobile, AL.

Law, J. G. (1992). Review of Hilson Personnel Profile/Success Quotient. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 382-383). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $60 per complete starter kit including 3 scorings; $1.50 per test booklet; $2.50 per 10 answer sheets; $12.50 per manual; $9-$12 per test for computer scoring.

Administration Time: 20-30 minutes

Assessment Description: The HPP/SQS measures "success" factors with five basic scales: Candor (16 items), Achievement History (33 items), Social Ability (40 items), "Winners" Image (28 items), and Initiative (33 items).

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Law alluded to administration by employment counselors.

Skills or Materials Required: The HPP/SQ requires a manual, test booklet, and answer sheet.

Recommended Uses: The HPP/SQ is used to identify individual "strengths," behavior patterns, and personality characteristics "leading to success in a variety of work settings."

Focus of Assessment: Vocational skills or aptitudes; social skills; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - African-American

Groups included - Anglo or other European American; Hispanic

Grade Equivalent: High school through adult

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's alpha was reported for the five basic scales on a sample of 931 entry-level applicants. Coefficients ranged from .76 to .80, with a mean of .78. A sample of 300 current employees produced a mean Alpha of .81 for the first five scales.

Test-retest: A sample of 100 entry-level job applicants was administered the HPP/SQ at 4-6 week intervals. The mean correlation coefficient was .78 for the first five scales.

Validity:

Construct: Law indicates that the factor analysis reported in the manual supported the construct validity of the test scales.

Concurrent: The HPP/SQ was compared to the Minnesota Multiphasic Personality Inventory (MMPI), the Inwald Personality Inventory (IPI), and the California Psychological Inventory (CPI). The Social Ability Scale correlated .44 with the CIP Sociability Scale, .36 with the CPI Dominance Scale, and .37 with the CPI Self-Acceptance Scale The "Winner's" Image scale on the HPP/SQ correlated .41 with CPI Dominance and .38 with CPI Self-Acceptance. The MMPI Lie Scale correlated -.40 with the HPP/SQ Cador scale and -.53 with the IPI Guardedness scale.

Comments: Law indicated that further discussion of item development and content validity, as well as the addition of a table of contents and index to improve the manual, were required.

Norming Information: The norming sample included 272 Black females, 9 white females, 25 Hispanic females, 395 Black males, 130 White males and 140 Hispanic males. The normative sample consisted of 985 applicants for entry-level jobs in a city agency as well as 5 company samples and 12 job category samples (e.g., sales professionals, psychiatrists).

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Highly recommended

General Comments: Law suggested that the HPP/SQ is a very promising instrument for employee selection and should prove useful to industrial/organizational psychologists, personnel administrators, and researchers.

Hiskey-Nebraska Test of Learning Aptitude (H-NTLA)

GENERAL INFORMATION

Publisher: Marshall S. Hiskey

Date of Publication: 1966

Author: Marshall S. Hiskey

Review Information:

Mary Mira, Ph.D., Associate Professor of Pediatrics (Psychology), Children's Rehabilitation Unit, University of Kansas Medical Center, Kansas City, KS; Alfred D. Larson, Ed.D., Associate Professor of Deaf Education, Hearing and Speech Department, University of Kansas Medical Center.

Mira, M., & Larson, A. D. (1988). Review of Hiskey-Nebraska Test of Learning Aptitude. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 273-281). Austin, TX: PRO-ED.

Assessment Description: The H-NTLA consists of 12 subtests, 5 of which are administered to children aged 3 to 10 years, 4 to children aged 11 to 17 years, and 3 to children of all ages.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The H-NTLA should be administered by a psychologist.

Skills or Materials Required: A sturdy attache case is required to transport assessment materials. The materials include picture cards assembled in small ring-bound booklets, a record book, and other materials individually boxed and clearly labeled.

Recommended Uses: The H-NTLA is a nonverbal test of learning ability developed for use on hearing impaired children.

Focus of Assessment: Hearing

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Age Equivalents: 3-17 years

Gender: Male or female

Applicable Population(s): Hearing impairment

TECHNICAL ASPECTS

Reliability:

Test-retest: A reliability coefficient of .75 was reported for a group of deaf students after an average of three years.

Comments: Mira and Larson indicated that information was needed on subtest reliabilities, on the reliabilities of scores at different score levels, and standard error of measurement data.

Validity:

Concurrent: The H-NTLA correlated .86 with the Stanford-Binet for a younger deaf population, and .78 for the older deaf group. The correlation with the WISC was reported as .82. The correlation with the WISC Performance score was .89. A correlation of .55 was reported between an IQ equivalent score on the H-NTLA and the WISC Performance. The concurrent validity coefficients of the H-NTLA for populations other than hearing impaired revealed a correlation of .68 with the WISC Performance IQ among bilingual children in Special Education. A correlation of .895 was revealed between the Standford-Binet L-M and the H-NTLA for institutionalized and noninstitutionalized children with moderate mental retardation.

Predictive: The H-NTLA performance was related to measures of the child's achievement. The H-NTLA mental ages predicted the functioning of children with moderate mental retardation on an experimental adaptive behavior scale for both institutionalized and noninstitutionalized children.

Comments: Mira and Larson indicated that the H-NTLA needs further validity studies using larger samples to allow investigation of many of the variables that appear to be affecting the results.

Norming Information: The H-NTLA was normed on 1,074 deaf and 1,079 hearing children, ranging in age from 2.5 to 17.5 years. The children were selected from ten states nationwide and the hearing children were selected on the basis of parental occupation.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Comments: Mira and Larson indicated that the H-NTLA was the only readily available instrument with separate norms for deaf and normal-hearing children.

Reviewer Recommendation: Highly recommended

General Comments: Mira and Larson indicated that the H-NTLA was recommended as the test of choice for young hearing-impaired children while recognizing that associated technical data are still limited. Further, the reviewers considered the H-NTLA as the best instrument available for assessing the learning ability of deaf children.

Hogan Personality Inventory (HPI)

GENERAL INFORMATION

Publisher: National Computer Systems, Inc.

Date of Publication: 1985-86

Author: Robert Hogan

Review Information:

> James J. Hennessy, Associate Professor of Psychological and Educational Services, Fordham University, New York, NY; Rolf A. Peterson, Department of Psychology, the George Washington University, Washington, DC.
>
> Hennessy, J. J., & Peterson, R. A. (1989). Review of Hogan Personality Inventory. In J. C. Conoley and J. J. Kramer (Eds.). The Tenth Mental Measurements Yearbook (pp. 351-355). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1987) $14 or less per 25 reusable test booklets (1986, 4 pages); $7 or less per prepaid answer sheet including the cost of mail-in scoring and reports; $9.25 or less per 25 answer sheets to be used with Arion II or MICROTEST scoring; $8.50 per manual (1986, 45 pages).

Administration Time: 20-30 minutes

Assessment Description: The HPI consists of 310 true-false items that yield scores on 6 primary interpersonal personality dimensions and on 6 occupational performance scales.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Recommended Uses: The HPI is used in counseling, research, and personnel selection.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

> Primary ethnic group - Not specified

Age Equivalents: 18 to adult

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Based on a sample of 800 adults, reliability coefficients ranged from 0.39 to 0.83 for Homogenous Item Clusters (HIC's) and from 0.76 to 0.89 for the primary scales.

Test-retest: Correlations, based on a 4-week interval, ranged from 0.74 for the sociability scale to 0.99 for the adjustment scale.

Comments: The reviewers indicated that the limited sample size upon which test-retest estimates were based limits the confidence users can place in the reliability data.

Validity:

Concurrent: Hennessey indicated that similar HPI and California Personality Inventory scales correlated more highly with each other than with other scales; however, correlations were not reported.

Predictive: Hennessey indicated that the magnitudes of the many HIC-based multiple correlations often exceeded 0.50, but their importance and meaning were obscured by poorly-defined or inappropriate criteria, small samples, and infrequent attempts to cross-validate.

Comments: Peterson indicated that measures of lying, defensiveness, or social desirability were not included.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Integrated employment; continuing and adult Education

Reviewer Recommendation: Not recommended

General Comments: Hennessey reported that a user of the HPI would be able to construct a very general description of an individual's standing on six broad traits. In addition, a user would be hard pressed to make and defend personnel decisions in most employment settings and a counselor would glean little information not already available in the more well-validated SDS and CIP. Peterson reported that there is limited evidence of validity to use the scale as a valid decision-making tool, but the inventory can provide information for general counseling and discussion purposes for vocational guidance activities.

Hogan Personnel Selection Series (HPSS)

GENERAL INFORMATION

Publisher: National Computer Systems

Date of Publication: 1986

Author: J. Hogan, and R. Hogan.

Review Information:

S. Alvin Leung, Assistant Professor of Educational Psychology, University of Houston, TX; Norman D. Sundberg, Professor Emeritus of Psychology, University of Oregon, Eugene, OR.

Leung, S. A., & Sundberg, N. D. (1999). Review of Hogan Personnel Selection Series. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 384-387). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5.95 per prepaid answer sheet. $8.50 per manual, $11 per specimen set, $5.95 per scoring via ARION II Teleprocessing

Administration Time: 20-30 minutes

Assessment Description: The HPSS consists of 198 true-false items: 87 for service orientation, 69 for reliability, and 55 for stress tolerance.

Assessment Format: Individual and group

Assessment Type: Norm reference

Examiner: No restrictionss

Skills or Materials Required: Materials required include a test booklet, answer sheet, guide to interpret reports, and manual.

Recommended Uses: The HPSS is used by organiztions as a selection device to: (a) identify people who will perform well in various organizational roles, and (b) identify individuals who will perform well in a particular role.

Focus of Assessment: Vocational skills or aptitudes; career interest; personality.

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - Anglo or other European American; African-American

Comments: There is no discussion concerning cross-cultural applications and limitations.

Age Equivalents: High school seniors and adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Reliability coefficients ranged from 0.19 (Clerical scale) to 0.63 (Reliability scale) with an average of 0.46.

Test-retest: Coefficients ranged from 0.70 to 0.90, however, the male and female distributions were not reported.

Comments: The reviewers indicated that the reliability information was incomplete and that more information based on larger and more representative samples is needed.

Validity:

Comments: Low to moderate correlations between HPSS scales and specific criterion variables were discussed as evidence of construct and concurrent validity, however, no correlations were reported in the review.

Norming Information: Norms were given for men and women and African-Americans and Anglo Americans.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

General Comments: Leung indicated that the absence of essential information in the manual regarding validity, reliability, and norming suggests that the HPSS should be used with caution by practitioners. Leung also reported that the scale needs improvement in many areas to make it a valid instrument. Sundberg reported that the HPSS is a promising test with an interesting theoretical viewpoint, worthy of further research and consideration.

Independent Living Behavior Checklist (ILBC)

GENERAL INFORMATION

Publisher: West Virginia Rehabilitation Research & Training Center

Date of Publication: 1979

Author: Richard T. Walls, Thomas Zane, and John E. Thvedt

Review Information:

Jean Dirks, Psychologist, Southgate Regional Center for Developmental Disabilities, Southgate, MI; Louis J. Finkle, Severely/Profoundly Handicapped Program, School of Education, James Madison University, Harrisburg, VA.

Dirks, J., & Finkle, L. J. (1989). Review of Independent Living Behavior Checklist. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 683-684). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $8 per manual including 1 pad of 10 skills summary charts; $2 per 10 skills summary charts

Administration Time: Varied according to objective

Assessment Description: The ILBC consists of 343 items that assess 6 areas: mobility skills, self-care skills, home maintenance and safety skills, food skills, social and communication skills, and functional academic skills.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictionss

Comments: The ILBC is used by school personnel and staff personnel in setting training goals for clients with developmental disabilities.

Skills or Materials Required: The ILBC requires a manual, one pad of ten skills summary chart, and ten skills summary charts.

Recommended Uses: The ILBC is used to assess the living skills of clients with developmental disabilities and to guide school personnel and staff personnel in setting training goals.

Focus of Assessment: Expressive language; receptive language; vocational skills or aptitudes; social skills; daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Mild mental retardation; severe emotional disturbance; specific learning disability

TECHNICAL ASPECTS

Reliability:

Inter-rater: Finkle reported that 25 scores were recorded at the initial entry time; two weeks later the same videotape was scored by the same observers; the authors calculated the overall mean stability as 98%. The interobserver factor was tested by computing interrater reliability during both initial and subsequent videotaping of skill demonstrations. Reliability agreements ranged from 96% to 100% in all skill areas.

Validity:

Content: Finkle reported that content validity was measured by sampling the universe of independent living skills. From a field of checklists (N=200 plus), 53 closely related instruments were selected to cross-reference the contents of the ILBC.

Comments: Regarding content validity, Finkel indicated that the ILBC samples and measures objectives deemed appropriate to independent living of persons with disabilities.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Independent living

Reviewer Recommendation: Recommended

General Comments: Dirks reported that due to various drawbacks, and particularly because of the lack of normative data or data from standardized pilot testing, the checklist is not recommended for use as an assessment instrument. Finkle reported that the ILBC is an extremely well done assessment in a field repleted with checklists and assessments. Finkle also reported that the ideal use of the ILBC would not be as a guide for future training, but as an assessment to determine the progress of clients in programs which continue to use the 200-plus other checklists for training.

Interest Check List (ICL)

GENERAL INFORMATION

Publisher: United States Department of Labor

Author: U.S. Employment Service

Review Information:

Brian Bolton, Ph.D., Professor, Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, Fayetteville, AR.

Bolton, B. (1988). Review of Interest Check List. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 240-244). Test Corporation of America: Kansas City, MO.

Administration Time: 25 minutes

Assessment Description: The ICL consists of 210 job tasks to which respondents indicate interest or disinterest. The 210 tasks are keyed directly to 66 Work Groups that comprised the major ability dimension of the Guide for Occupational Exploration (GOE) occupational organization.

Assessment Format: Individual and group

Assessment Type: Self-administered checklist

Examiner: Restrictions

Comments: The ICL is designed for use by U.S. Department Service interviewers or counselors. The ICL involves joint counselor-counselee exploration of the specific responses and patterns of vocational preferences.

Skills or Materials Required: The ICL requires 210 job activities contained on a 4-page, single-fold form. There is a short instructional sheet that accompanies the ICL.

Recommended Uses: The ICL is a vocational counseling tool that is developed for use in conjunction with the Guide for Occupational Exploration to assist counselors in securing employment for individuals.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 16 years and above

Gender: Male or female

Applicable Population(s): All adults

TECHNICAL ASPECTS

Reliability:

Comments: No studies of the ICL's reliability were conducted.

Validity:

Content: Content validity was established by designing and implementing a sampling plan that represented the Department of Labor's occupational structure.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Integrated employment

General Comments: The ICL is used with almost all adults 16 years and older who do not have severe intellectual disabilities.

Reviewer Recommendation: Recommended

General Comments: Bolton reported that the ICL is user friendly, however, a small reliability study would increase counselors' confidence in its use. In addition, Bolton reported that the ICL is a potentially helpful counseling tool when used in conjunction with the GOE to stimulate vocational exploration by adult job seekers.

Interpersonal Style Inventory (ISI)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1977-86

Author: Maurice Lorr, Richard P. Youniss, and G. J. Huba

Review Information:

Randy W. Kamphaus, Assistant Professor of Educational Psychology, University of Georgia, Athens, GA; Gerald L. Stone, Professor of Counseling Psychology and Director, University Counseling Service, The University of Iowa, Iowa City, IA.

Kamphaus, R. W., & Stone, G. L. (1989). Interpersonal Style Inventory. In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 380-383). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $45 per complete kit including 5 reusable administration booklets, 5 computer-scored answer sheets, and manual; $16.50 per 10 administration booklets; $7.50 per computer-scored answer sheet; $18.50 per manual.

Administration Time: 40-45 minutes

Assessment Description: The Interpersonal Style Inventory (ISI) is a self-report inventory containing 300 true-false statements that primarily measure an individual's ways of relating to other people. It also evaluates style of impulse control and characteristic modes of dealing with work and play. A broad measure of emotional stability versus anxiety has been included also.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictionss

Skills or Materials Required: The ISI requires administration booklets, computer-scored answer sheets, and manual.

Recommended Uses: The ISI is used to assess interpersonal involvement, socialization, autonomy, self-control, and stability.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: 14 and over

Gender: Male or female

Applicable Population(s): All populations are applicable

TECHNICAL ASPECTS

Reliability:

Test-retest: Test-retest reliability coefficients reported for a sample of college age females ranged from .80 to .95; no similar data were reported for college age males. Data were also reported for high school males and females and student nurses for longer periods of time (medians in .60 range for 1 year and slightly lower for 2- and 3-year periods).

Validity:

Comments: The reviewers reported that there was adequate evidence of validity, however, no coefficients were reported in the review.

Norming Information: Less than 1,000 college students and less than 700 high school students comprised the norming sample. All of the high school students were from the Baltimore, MD area. The reviewers indicated that no sample statistics were given for socioeconomic status, ethnicity, or other important standardization stratification variables which make it unlikely that the norm-referenced scores can be used with confidence for individuals beyond the typical college age range. The standardization sample was limited to adolescent and young adults, rendering derived scores as potentially useless for older samples.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Community participation

Reviewer Recommendation: Recommended

General Comments: Kamphaus and Stone reported that the ISI has promise within a research context, but challenges pertaining to technical soundness suggest that the relevance of the ISI to the school, clinic and workplace remains questionable.

Iowa Tests of Educational Development Forms X-8 and Y-8 (ITED)

GENERAL INFORMATION

Publisher: The Riverside Publishing Company

Date of Publication: 1987

Author: Leonard S. Feldt, Robert A. Forsyth, and Stephanie D. Alnot

Review Information:

Robert H. Bavernfeind, Ph.D., Professor of Education, Northern Illinois University, DeKalb, IL.

Bavernfeind, R. H. (1988). Review of Iowa Tests of Educational Development-Forms X-8 and Y-8. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII, (pp. 255-263). Kansas City, MO: Test Corporation of America.

Administration Time: 4 to 5 hours

Assessment Description: The ITED consists of seven separate tests: Expression, Quantitative, Social Studies, Natural Sciences, Literary Materials, Vocabulary, and Sources of Information.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The ITED requires one administrator and one proctor for every 30 students. However, the ITED can be administered to classroom groups by using the school's intercom system.

Skills or Materials Required: The ITED requires a norm booklet and ITED Teacher, Administrator, and Counselor Manuals.

Recommended Uses: The ITED is designed to provide end-of-the-year tests to high students. ITED draws on school education and learning occurring elsewhere, such as in scouts, part time jobs, reading newspapers and magazines, and everywhere one has a chance to add to his or her skills in handling problems in everyday life.

Focus of Assessment: Academic achievement; Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: 9-12

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: KR-20 was .92 for Expression, .87 for Quantitative, .91 for Social Studies, .91 for Natural Sciences, .89 for Literary materials, .91 for Vocabulary, and .89 for Sources of Information. Regarding Composite and Reading Total Scores, KR-20 was .97 and .95, respectively.

Comments: The ITED scores were highly intercorrelated, ranging from a low .64 to a high .85, with a median of .76 across four studies.

Validity:

Content: The ITED consisted of items revealing real life problems.

Predictive: A summary of correlations between the ITED Composite Score and grades in high school and colleges revealed correlations typically in the .40s, .50s, and .60s.

Norming Information: National norms were developed by equating ITED raw scores with the national norms of the Iowa Tests of Basic Skills (ITBS) and especially the Tests of Achievement and Proficiency (TAP).

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Recommended

General Comments: Bavernfeind indicated that Form 8 had satisfactory norms and reliabilities, as well as excellent content validity scores that can be used to track student growth across the high school years and to show students their unusual strengths and weaknesses as compared to national norms.

Jackson Vocational Interest Survey (JVIS)

GENERAL INFORMATION

Publisher: Research Psychologists Press, Inc.

Date of Publication: 1976-85

Author: Douglas N. Jackson

Review Information:

Douglas T. Brown, Professor of Psychology and Coordinator of School Psychology, James Madison University, Harrisonburg, VA; John W. Shepard, Associate Professor, University of Toledo, Toledo, OH

Brown, D. T., & Shepard, J. W. (1989). Review of Jackson Vocational Interest Survey (JVIS). In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurement Yearbook, (pp. 401-407). Lincoln, NE: Burns Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $19.00 per 25 reusable test booklets; $4.75 per 25 hand-scorable answer sheets; $4.75 per 25 profiles; $10.50 per manual; $17.50 per examination kit; $3.25 per basic report; and $7.00 per extended report.

Administration Time: 45-60 minutes

Assessment Description: The JUIS consists of 289 item pairs factored into 34 scales with 17 items each. The basic interest scales include: Creative Arts, Performing Arts, Mathematics, Physical Science, Engineering, Life Science, Social Science, Adventure, Nature-Agriculture, Skilled Trades, Personal Service, Family Activity, Medical Service, Dominant Leadership, Job Security, Stamina, Accountability, Teaching, Social Service, Elementary Education, Finance, Business, Office Work, Sales, Supervision, Human Relations Management, Law, Professional Advising, Author Journalism, Academic Achievement, Technical Writing, Independence, Planfulness, Interpersonal Confidence.

Assessment Format: Both

Assessment Type: Criterion-reference

Examiner: No restrictions

Comments: Neither reviewer provides information on examiner qualifications. However, Brown indicated that persons using this test who do not have significant statistical sophistication will find it difficult to understand the structure.

Skills or Materials Required: The JVIS requires reusable test booklets, hand-scorable answer sheets, profiles, manual, basic report, extended report, and examination kit.

Recommended Uses: The JVIS is used to assist high school students, college students, and adults with educational and career planning.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: High school, college and adult

Gender: Male or female

Applicable Population(s): Multi-Handicapped; Orthopedic Impairment; Severe Emotional Disturbance; Specific Learning Disability; Nondisabled Populations

TECHNICAL ASPECTS

Reliability:

Internal consistency: Brown reported individual item loadings in the form of biserial correlations that ranged from a mean of .46 to .99. Typical loadings were in the high .60s and low .70s.

Test-retest: Shepard reported medium test-retest coefficients that fell in the mid .80s. Coefficients were based on short retest periods of only 1 to 2 weeks.

Comments: Brown indicated that reliability data were presented for internal consistency and test-retest reliability. Coefficients ranged from .73 to .91 suggesting reasonable stability and internal consistency. However, Brown stated that this information was very unclear. He questioned whether the range was inclusive of both internal consistency and test-retest reliability.

Validity:

Construct: Brown indicated a relationship existed between the JVIS scaled scores and professional judgment regarding the interests of individual subjects.

Concurrent: Brown indicated that the author provided concurrent validity analysis with other instruments such as the Strong Vocational Interest Blank; however, no evidence was reported in the review.

Predictive: Brown indicated that the author reported the prediction of occupational classification and academic college choice. However, no coefficients were reported.

Comments: Brown reported that the JVIS required much more extensive research on its validity if it was to reach the status of the more highly developed instruments in this area. The JVIS items were setup in ipsative format, and were rationally selected to form the underlying subscales.

Norming Information: Norms were based on a variety of samples from college, university, and high school students. Separate norms were developed for males and females.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

General Comments: Brown indicated that the JVIS is a comprehensive instrument that can be considered seriously as an alternative to traditional vocational interest instruments. However, Brown stated also that the JVIS's ability to compete favorably with counterparts will depend heavily on further validation studies. Shepard indicated that the JVIS has the potential to be one of the best measures of educational/occupational interest. However, Shepard also reported that the test must be renormed and additional data regarding reliability and that validity be included in subsequent manuals.

Job Activity Preference Questionnaire (JAPQ)

GENERAL INFORMATION

Publisher: PAQ Services Inc.

Date of Publication: 1972-1981

Author: R. C.. Yecham, A. F. Haris, E. J. McCormick, and P. R. Jeanneret

Review Information:

Norman G. Peterson, VP, Personnel Decisions Research Institute, Minneapolis MN; Paul R. Sackett, Assistant Professor of Psychology, University of Illinois: Chicago

Peterson, N. G., & Sackett, P. R. (1985). Review of Job Activity Preference Questionnaire, The Ninth Mental Measurements Yearbook, (pp. 748-751) Lincoln, NE: Buros Institute of Mental measurements of the University of Nebraska-Lincoln.

Cost: (1985) $1.75 per test book, $15 per answer sheet, $5 per administrator's guide

Assessment Description: The JAPQ is a restructured and simplified version of the PAQ used for measuring vocational preferences & experiences. It consists of weighted combinations of 150 organized items into 6 dimensions of work.

Assessment Format: Individual and group

Assessment Type: Not specified

Examiner: Restrictions

Comments: The test cannot be scored by the user, but must be sent to the publisher. The reviewers indicate also that explanations of the printout are difficult to understand.

Skills or Materials Required: Requires at least a 10-11 grade reading level.

Recommended Uses: The JAPQ is used to measure job interests for career planning and guidance purposes.

Focus of Assessment: Vocational skills or aptitudes; career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Comments: No data on the norming population is provided.

Grade Equivalent: 10-11 grade minimum

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Comments: No reliability data were provided.

Validity:

Comments: No validity data were provided.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

General Comments: Peterson and Sackett reported that the JAPQ can be recommended only for research use until a more interpretable reporting system is devised. They indicated that no data exist to suggest technical soundness. Further, they reported that the manual is difficult to read and contains serious errors.

Jobmatch

GENERAL INFORMATION

Publisher: Macmillan Education (England)

Date of Publication: 1982

Author: Industrial Training Research Unit

Review Information:

George Domino, Professor of Psychology, University of Arizona, Tucson, AZ

Domino, G. (1985). Review of Jobmatch. In J. V. Mitchell, Jr. (Ed.). The Ninth Mental Measurements Yearbook, (pp. 757-758). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Administration Time: 60 minutes

Assessment Description: The Jobmatch is a self-assessment program for career guidance and counseling based on the Job Disposition Questionnaire. Forty profile scores are compared to dispositional profiles of particular occupations. Jobmatch consists of 40 multiple choice questions, each with 2 or 3 alternatives.

Assessment Format: Individual

Assessment Type: Questionnaire

Examiner: Restrictions

Comments: A teacher or counselor administers the Jobmatch.

Skills or Materials Required: Jobmatch includes the Jobmatch Questionnaire, the Match Yourself booklet, the Inform Yourself booklet, and the Teacher's Guide to Jobmatch.

Recommended Uses: Jobmatch is a self-assessment package for use in career guidance with high school age students who are not pursuing a college education, but are directly entering the workforce.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Under 30

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: A test-retest study was presented over an interval of two weeks for a group of 91 school children. Spearman Rho ranged from .62 to .88.

Comments: Domino questioned why reliability studies with more appropriate adult samples were not conducted, or why measures of internal consistency were not computed.

Validity:

Comments: Domino reported that the only evidence of validity presented was the scale scores of selected occupational groups.

Norming Information: The norms consisted of 1,084 male workers and 801 female workers.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Integrated employment

Comments: Domino indicated that the author failed to identify the size of each occupational group or provide additional demographic data for norm groups.

Reviewer Recommendation: Recommended

General Comments: Domino reported that the Jobmatch has some potential, but much more technical information needs to be made available.

Jr. - Sr. High School Personality Questionnaire (HSPQ)

GENERAL INFORMATION

Publisher: Institute for Personality and Ability Testing, Inc.

Date of Publication: 1953-1984

Author: Raymond B. Cattell, Mary D. Cattell, and Edgar Johns (manual and norms)

Review Information:

Richard I. Lanyon, Professor of Psychology, Arizona State University, Tempe, AZ; Steven V. Owen, Professor of Educational Psychology, University of Connecticut, Storrs, CT.

Lanyon, R. I., & Owen, S. V. (1992). Review of Jr.-Sr. High School Personality Questionnaire. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 431-433). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska - Lincoln.

Cost: $14.25 for 25 reusable test booklets (specify form A, B, C, or D); $9.50 per scoring keys for all forms; $7.50 per 25 machine-scorable answer sheets; $7.50 per 50 hand-scoring answer sheets; $9.50 per 50 hand-scoring answer-profile sheets; $7.50 per 50 profile sheets; $7.50 per 50 second-order worksheets; $9.95 per manual; $21.10 per introductory kit; computer scoring and interpretive services available from publisher at $16 or less per individual report depending upon quantity requested.

Administration Time: 45-60 minutes per form

Assessment Description: The Questionnaire is a self-report personality inventory for adolescents that measures 14 primary personality characteristics.

Assessment Format: Group

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The HSPQ is used by teachers, guidance counselors, and clinical psychologists to measure personality characteristics in adolescents The reviewers suggested that the authors also claim utility for individual assessment and mental health screening.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 12-18 years

Gender: Either

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: Coefficients for brief re-test intervals averaged .79 for a single form. For longer intervals, the mean was .56.

Comments: Owen reported that internal consistency estimates were conspicuously absent.

Validity:

Construct: Equivalence coefficients between factors were low. Dominance (Factor E) and Withdrawal (Factor J) coefficients were .19 and .18, respectively. Six of the scales showed very weak evidence of factorial validity for males.

Comments: Lanyon reported that the form of HSPQ used (from 1953 to 1972) was not indicated in any of the studies cited regarding validity data. Lanyon also reported that the validity data presented fall far short of the 1985 Standards for Educational and Psychological Testing. In addition, profile comparisons of high- and low-achieving students were somewhat inconsistent.

Norming Information: Norms existed for the four forms (A, B, C, D) and in combination (A+B, C+D, A+B, C+D). Although the norms were based on a large, geographically diverse sample, no information was given regarding selection so it was uncertain whether they were representative of teenagers in general. The norms appeared to be based on students from 1968.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Comments: The reviewer indicated that the manual cites only one longitudinal research study, conducted in England and Wales.

Reviewer Recommendation: Not recommended

General Comments: Lanyon reported that HSPQ is not a viable test for contemporary use as the psychometric evidence was unconvincing and its application for diagnosis and guidance unclear. Owen reported that earlier reviews' comments for improving the psychometric properties have gone unheeded and the HSPQ appears far distant from current psychometric practice.

Kuder Occupational Interest Survey, Revised (Form DD) (KOIS)

GENERAL INFORMATION

Publisher: Science Research Associates, Inc.

Date of Publication: 1956-1985

Author: Frederc Kuer, Esther E. Diamond, and Donald G. Zytowski

Review Information:

Edwin L. Herr, Professor and Head, Division of Counseling and Educational Psychology and Career Studies, The Pennsylvania State University, University Park, PA.

Herr, E. L. (1989). Review of Kuder Occupational Interest Survey, Revised. In J. C. Conoley and J. J. Kranner (Eds.), The Tenth Mental Measurements Yearbook, (pp. 425-429). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1986) $70 or less per set of materials and scoring for 20 students, including manual and manual supplement; $15.95 per Kuder Interpretive Audio-cassette; $6.50 per specimen set including survey booklet, interpretive leaflet, general manual, and scoring for one individual

Administration Time: 30-45 minutes

Assessment Description: The KOIS is comprised of a set of 100 triads, wherein for each of these, a subject marks a most preferred and a least preferred activity. Included are four types of scores: Dependability, Vocational Interest Estimates, Occupational Scales, and College Major Scales.

Assessment Format: Individual and group

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The KOIS is used to measure an individual's interest patterns of occupations and college majors.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - Not specified

Grade Equivalent: Grade 10 through adult

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: Long-term reliabilities were established. First administration occured at 5 different ages from 13 to 20. Median Rhos varied from .40 for the youngest person to .80 for the oldest.

Validity:

Predictive: Herr indicated that the results of two predictive validity studies were reported. In the first study, 51% of the subjects were employed in an occupation. In the second study, slightly over 43 % of the sample were in occupations corresponding to their five highest ranked scales on own-gender norms and more than 50 % were in occupations corresponding to their five highest ranked scales on other-gender norms. The correlations were not reported in the review.

Norming Information: The KOIS was normed on responses of persons in 119 occupational groups (79 with male and 40 with female norm groups). To compare inventory-taker's scores to those representing college majors, 29 male and 19 female norm groups were used.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training

Reviewer Recommendation: Highly recommended

Comments: Herr reported that the KOIS is a well-constructed instrument but that additional predictive validity studies and improved reporting of reliability information are required. He indicated, however, the evidence supporting the use of the KOIS continues to be supportive and, impressive.

Learning Disability Rating Procedure (LDRP)

GENERAL INFORMATION

Publisher: Academic Therapy Publications

Date of Publication: 1981

Author: Gerald J. Spadafore and Sharon J. Spadafore

Review Information:

Robert J. Illback, Director of Student Services, Fort Knox Dependent Schools, Fort Knox, KY

Illback, R. J. (1985). Review of Learning Disability Rating Procedure (LDRP). In J. V. Mitchell, Jr. (Ed.) The Ninth Mental Measurements Yearbook (pp. 830-831). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $14 per test kit including 25 rating forms; $6 per 25 rating forms; $8 per manual; $8 per specimen set.

Administration Time: Administration time was not reported

Assessment Description: The LDRP consists of 11 scores: IQ, reading decoding, listening comprehension, comprehension variance, socially inappropriate behavior, expressive verbal language development, learning motivation, expressive writing development, independent work level/distractibility, severe discrepancy level, and total. A group decision-making process is used with each participant who rates the student in question on each of the 10 variables.

Assessment Format: Group

Assessment Type: Criterion-reference; rating procedure

Examiner: Restrictions

Comments: Illback indicated that decisions are made using a group or team process, although the individuals involved were not identified in the review.

Skills or Materials Required: The LDRP requires a manual and one form.

Recommended Uses: The LDRP is used to determine the probability and likely severity of a youngster's learning disability.

Focus of Assessment: Expressive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: K-12

Gender: Males or Females

Applicable Population(s): Specific learning disability

TECHNICAL ASPECTS

Reliability:

Inter-rater: Illback indicated that the manual describes an inter-rater reliability study, based on a total number of 5 students, in which 4 raters were able to obtain agreement at the 82% level.

Validity: No information on the validity provided in the review.

Norming Information: Normative data were provided by asking a sample of 46 experts to provide ratings on an imaginary, stereotypical child with learning disabilities.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Illback encouraged test users to explore alternatives to the LDRP.

Louisville Behavior Checklist (LBC)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1985

Author: Lovick C. Miller

Review Information: E. Philip Trapp, Ph.D., Professor of Psychology, The University of Arkansas, Fayetteville, AR

Trapp, E. P. (1988). Review of the Lousville Behavior Checklist. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews, (pp. 305-309), Austin, TX: PRO-ED.

Administration Time: 30 minutes

Assessment Description: The LBC is a four page parent-report checklist with 164 true-false statements. The LBC is available in three forms. Form E3 addresses the transition population and consists of 13 scales: Egocentric-Exploitive, Destructive-Assaultive, Social Delinquency, Adolescent Turmoil, Apathetic Isolation, Neuroticism, Dependent-Inhibited, Academic Disability, Neurological or Psychotic Abnormality, General Pathology, Longitudinal, Severity Level, and Total Pathology.

Assessment Format: Individual

Assessment Type: Criterion-reference; checklist

Examiner: Restrictions

Comments: The LBC should be completed by parents, guardians, or teachers.

Skills or Materials Required: The LBC requires reusable questionnaires, a one-page response sheet, templates for hand-scoring, and a manual.

Recommended Uses: The LBC is used to differentiate between children with psychopathology and children in the general population and to provide descriptive information on a child's social assets and problematic behavioral areas. The LBC is useful to the service provider and the researcher.

Focus of Assessment: Adaptive behavior; affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 13-17

Gender: Male or female

Applicable Population(s): Adolescents

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half reliability coefficients were above (.70) with the exceptions of Sexual Behavior .(60,) Neurological or Psychotic Abnormality (.63), and Adolescent Turmoil (.69). Coefficients were above .80 for Severity Level; an overall measure of pathology was .97.

Test-retest: The reviewer indicated that means and standard deviations were reported for the LBC for a 3 month period; these data were not included in the review.

Validity:

Construct: Trapp indicated that construct validity was supported by the factor analytic construction of the scales.

Concurrent: Trapp indicated that Forms E1 and E2 had evidence to support criterion validity but did not include it in his review.

Norming Information: Clinical norms were developed for Form F3 (N = 272). Standardization involved children and parents from Louisville, Kentucky.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Trapp reported that the LBC appears to fulfill its objective in that it does significantly discriminate children with emotional and behavioral disorders from children in the general population.

Luria-Nebraska Neuropsychological Battery: Forms I and II (LNNB)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1980-85

Author: Charles J. Golden, Arnold D. Purisch, and Thomas A. Hammeke

Review Information:

Jeffrey H. Snow, Neuropsychologist, Capitol Rehabilitation Hospital, Tallahassee, FL; Wilfred G. Van Gorp, Assistant Professor in Residence, Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine, and Chief, Neuropsychology Assessment Laboratory, Department of Veterans Affairs Medical Center West Los Angeles, Los Angeles, CA.

Snow, J. H., & Van Gorp, W. G. (1992). Review of Luria-Nebraska. Neuropsychological Battery: Forms I and II. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 481-488). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $365 per Form I set including manual, test materials, 10 administration and scoring booklets, 10 patient response booklets, and 2 computer-scored answer sheets; $345 per Form II set; $190 per Form I test materials; $175 per Form II test materials; $42.50 per 10 administration and scoring booklets; $37.50 per 10 administration and scoring booklets; $9.80 per 10 patient response booklets; $95 per manual; $9.80-$14.50 per computer-scored answer sheet; $350 per IBM microdisk for LNNB, Forms I, II, and Children's Revision; $225 per Apple disk.

Administration Time: 90-150 minutes

Assessment Description: The LNNB is a multidimensional battery designed to measure various neuropsychological processes. The LNNB consists of 269 items for Form I or 279 items for Form II that assess motor and cognitive skills using both a quantitative and qualitative scoring system.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Recommended Uses: The LNNB is designed to diagnose general and specific cognitive deficits, including lateralization and localization of focal brain impairments, and to aid in the planning and evaluation of rehabilitation programs. It can be used as a screening device as well as a more comprehensive diagnostic measure.

Focus of Assessment: Neuropsychological and related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 15 and over

Gender: Male or female

Applicable Population(s): Traumatic brain injury

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half coefficients for the various scales ranged from a low of .89 to a high of .95.

Inter-rater: Inter-rater comparisons indicated agreement of 95% in regard to scoring by different pairs of examiners.

Test-retest: For a sample of 27 neurological and psychiatric patients, coefficients ranged from a low of .77 to a high of .96. The interval between test-retest was 167 days with a range from 10 to 469 days.

Norming Information: Reviewers indicated that the manual lists basic demographic information for the subjects but no other information was provided.

Standardization: Form I was standardized on a sample of 50 subjects who were in a hospital setting with a variety of medical disorders. Form II was standardized with a sample of 73 subjects, 51 of whom were normal individuals, 14 psychiatric inpatients, and 8 neurological patients.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Snow reported that the LNNB includes a comprehensive array of items and appears to tap a wide variety of behaviors. Van Gorp reported that considerable caution must be exercised when using the LNNB for tasks other than identification of the presence and hemisphere of central nervous system impairment.

Luria's Neuropsychological Investigation

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1980

Author: Anne-Lise Christensen

Review Information:

Julian Fabry, Ph.D., Counseling Psychologist, Meyer Children's Rehabilitation Institute, Omaha, NE

Fabry, J. (1988). Review of Luria's Neuropsychological Investigation. In Daniel J. Keyser and Richard C. Sweetland (Eds.), Test Critique, Volume VII, (pp. 313-320). Kansas City, MO: Test Corporation of America.

Administration Time: No information provided

Assessment Description: The Investigation consists of a profile that illustrates a person's performance and aids in the interpretation of the results. After a conversation with examinee, the examiner administers tasks as part of the preliminary or selective aspects of the investigation.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The investigation should be administered by individuals with a background in general psychological principles, human growth and development, neuroanatomy, neurophysiology, individual test administration, functions of measurement, or clinical, counseling, educational, and school psychology. A knowledge of teaching methodology combined with principles of learning and rehabilitation also are required.

Skills or Materials Required: The test materials include a textbook, manual, and furnished test cards.

Recommended Uses: The Luria Neuropsychological Investigation is intended for use with adults suspected of organic brain damage.

Focus of Assessment: Neuropsychological and related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Deaf; Deaf-Blind; Severe or Profound Mental Retardation; Traumatic Brain Injury

TECHNICAL ASPECTS

Reliability:

Comments: Fabry indicated that reliability rests with the "double dissociation" principle advocated by H. L. Teuber (1959). "The notion contended that when a symptom (A) appeared with a lesion in one structure, but not in another, and symptom (B) was found in yet another structure, it should not include symptom (A)."

Validity:

Comments: No evidence of validity was reported in the review.

Norming Information: The investigation stressed performance and compared an individual's accomplishment to a norm group of adults with brain injuries.

Standardization: The results of the Investigation were qualitatively described with the use of notes gathered during the assessment.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

General Comments: The Luria Neuropsychological Investigation administration and results are dependent on the clinical acumen and expertise of the examiner.

Reviewer Recommendation: Recommended

Comments: Fabry indicated that the Luria Neuropsychological Investigation is a systematic approach to evaluating individuals with brain damage and that it provides recommendations for re-education of deficits.

McCarron-Dial System (MDS)

GENERAL INFORMATION

Publisher: McCarron-Dial Systems

Date of Publication: 1973-86

Author: Lawrence McCarron and Jack G. Dial

Review Information:

Calvin P. Garbin, Associate Professor of Psychology, University of Nebraska-Lincoln, Lincoln, NE; David C. Soly, Associate Professor and Chairperson, Department of Psychology and Counseling, Pittsburg State University, Pittsburg, KS.

Garbin, C. P., & Soly, D. C. (1992). Review of McCarron-Dial System. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 515-519). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $1,710 per complete system including Auxiliary, HVDT, and MAND components; price data for software for computer-assisted programs supporting the MDS available from publisher; price information for workshops and training available from publisher.

Administration Time: Dial Behavior Rating (120 min/5da) Haptic Visual Discrimination Test (10-15 min), Haptic Memory Matching Test (not reported), and McCarron Assessment of Neuromuscular Development (15 min).

Assessment Description: The MDS consists of a multifactor battery that uses a neuropsychological processing model as the basis for assessment of educational and vocational functioning. The MDS provides factor scores in three areas: Verbal-Spatial-Cognitive, Sensorimotor, and Emotional-Coping.

Assessment Format: Individual

Assessment Type: Norm reference; Criterion-reference

Examiner: Restrictions

Comments: Specialized training from the publisher is needed for appropriate scoring and interpretation.

Skills or Materials Required: Manual title is Revised McCarron-Dial Evaluation System Manual; kit includes Peabody Picture Vocabulary Test-Revised, Bender Visual Motor Gestalt Test, and Koppitz Scoring Manal for the Bender Gestalt Test for Young Children, the McCarron Dial System Individual Evaluation Profile (IEP) the McCarron-Dial Ind. Pro. (IPP), the Observational Emotional Inventory, and the Dial Behavior Rating Scale.

Recommended Uses: The MDS is used to provide an abbreviated assessment of essential personal, social, and work adjustment behaviors that relate to vocational placement, adjustment to work, and personal-social adjustment. The MDS is a battery of neurometric and behavioral measures used for vocational, educational, and neuropsychological assessment particularly in meeting the programmatic needs of individuals with handicaps. The System's aim is to provide a prediction of an individual's potential for overall occupational competency, but not an area of projected competence. More appropriately, the MDS is described as a prevocational or work adjustment assessment device.

Focus of Assessment: Neuropsychological and related; vocational skills or aptitudes; career interest; social skills; lifestyle or consumer satisfaction; daily living and other survival skills; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - Not specified

Age Equivalents: 3 to adult

Gender: Male or female

Applicable Population(s): Blind; traumatic brain injury; mental retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half reliability ranged from .93 to .95

Test-retest: Reviewers reported that test-retest reliability was generally high, with most coefficients falling in the .90s. Individual task reliability coefficients on the MAND ranged from a low of .67 to a high of .97, with the total score reliability of .99.

Validity:

Content: The reviewers reported that acceptable levels of content validation were shown, however, reliability coefficients were not reported in the review.

Norming Information: The Haptic Visual Discrimination Tests and the McCarron Assessment of Neuromuscular Development were standardized on a sample of over 2,000, which appeared to be representative in terms of age, geographic region, and socio economic states. No norming or standardization data were available for the Dial Behavior Rating Scale or the MDS as a whole.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

General Comments: Soly reported that the MDS is a well-conceived, multifactor approach to assessment that has proven diagnostic value in the neuropsychological assessment arena, although limited to being a prevocational assessment device. Soly also reported that with predictive validity data on specific areas, it could prove to be unmatched as a vocational assessment system. Garbin reported that the MDS is a well-packaged set of tests that are readily administered and scored, with reasonable preliminary evidence of reliability and internal validity with normal children, adults who are neuropsychologically impaired and adults who are blind.

Meadow-Kendall Social-Emotional Assessment Inventory for Deaf and Hearing Impaired Students (SEAI)

GENERAL INFORMATION

Publisher: Outreach

Date of Publication: 1983

Author: Kathryn P. Meadow, Michael A. Karchmer, Linda. M. Petersen, and Lawrence Rudner

Review Information:

Marilyn E. Demorest, Associate Professor of Psychology, University of Maryland-Baltimore County, Catonsville, MD; Kenneth L. Sheldon, School Psychologist, Edgecombe County Schools, Tarboro, NC.

Demorest, M. E., & Sheldon, K. L. (1989). Review of Meadow-Kendall Social-Emotional Assessment Inventory for Deafand Hearing Impaired Students. In J. C. Conoley and J. J. Kramer (Eds.). The Tenth Mental Measurements Yearbook, (pp. 492-495). Lincoln, NE: Goros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5 per 10 forms; $15 per manual

Assessment Description: The SEAI consists of 59 items and three scores: Social Adjustment, Self Image, and Emotional Adjustment. The items consist of a 4-point response scale ranging from Very True to Very False and describe both positive and negative behaviors in four categories: (a) sociability and interpersonal relationships; (b) individual or personal characteristics; (c) self-esteem or identity; or (d) maturity, responsibility, and independence.

Assessment Format: Individual

Assessment Type: Self-evaluation

Examiner: Restrictions

Comments: The SEAI is administered by school counselors.

Skills or Materials Required: The SEAI requires a manual and an inventory booklet.

Recommended Uses: The SEAI is used to identify students who need extra attention in particular areas, to communicate with parents about their child's needs helpful and to implement an individualized program so that social and emotional areas are emphasized in the curriculum.

Focus of Assessment: Social skills; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 7-21

Gender: Male or female

Applicable Population(s): Deaf; hearing impairment

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's alpha was reported in the .90's.

Inter-rater: Based on ratings of six children, interrater reliability between a teacher and counselor varied for each subscale, ranging from .58 to .93.

Test-retest: Based on ratings of six children, test-retest reliability ranged from .79 to .86.

Validity:

Construct: Demorest reported that some evidence of construct validity was available, but it was not included in the review.

Concurrent: The SEAI was correlated with the Health Resources Inventory and the Walker Problem Behavior Identification Checklist. Correlations ranged from .53 to .78. Sheldon reported that the SEAI compared favorably with other behavior rating scales, such as the Burk's Behavior Rating Scale, although evidence was not presented in the review.

Norming Information: Norming was based on a sample of 857 children from 54 programs in at least 10 states. Norms were provided by age level and gender to reflect significant differences in mean scores among groups. Sheldon indicated that the standardization sample was representative of both residential and day programs in states representing all but the northwestern United States.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Demorest reported that the SEAI filled an important assessment need for the hearing-impaired population. However, Demorest suggested further investigation if the full potential of the scales is to be realized. Sheldon reported that the SEAI is useful in developing individualized treatment programs for children with hearing impairments.

Mental Status Checklist for Adolescents

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1988

Author: Edward H. Dougherty and John A. Schinka

Review Information:

Julian Fabry, Clinical Supervisor, Department of Rehabilitation Psychology, Immanuel Medical Center, Omaha, NE.

Fabry, J. (1992). Review of Mental Status Checklist for Adolescents. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 522-524). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $26.95 per 25 checklists

Assessment Description: The test consists of 174 items organized into the following categories: presenting problem, personal information, physical and behavioral observations, health and habits, legal issues and aggressive behavior, recreation and reinforcers, family and peer relationships, developmental status, academic performance and attitudes, impressions and recommendations, and comments.

Assessment Format: Individual

Assessment Type: Checklists, self-report, and observations

Examiner: Restrictions

Comments: Fabry indicated that the test assists professionals, however, he is not specific.

Skills or Materials Required: The test requires a checklist in booklet form.

Recommended Uses: The Mental Status Checklist for Adolescents is used to assist professionals in the assessment of adolescents' mental status.

Focus of Assessment: Adaptive behavior; affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 13-17

Gender: Male or female

Applicable Population(s): Adolescents

TECHNICAL ASPECTS

Reliability:

Comments: Fabry suggested that inter-rater reliability should be calculated to estimate the extent to which observer bias might detract from the validity of the approach.

Validity:

No information was provided in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Fabry indicated that the Mental Status Checklist for Adolescents should be considered only a data organizational system, not an assessment device.

General Comments: Fabry indicated that no instructions are provided on how to complete the questionnaire. Further, no manual containing technical information pertaining to reliability and validity is available.

Millon Clinical Multiaxial Inventory II (MCMI - II)

GENERAL INFORMATION

Publisher: National Computer Systems

Date of Publication: 1976-87

Author: Theodore Millon

Review Information:

Thomas M. Haladyna, Professor of Educational Psychology, Arizona State University West, Phoenix, AZ; Cecil R. Reynolds, Professor of Educational Psychology, Texas A&M University, College Station, TX.

Haladyna, T. M., & Reynolds, C. R. (1992) Review of Millon Clinical Multiaxial Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurement Yearbook (pp. 530-535). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $22.45 - $29.75 per test booklet/answer sheet, depending on quantity; $5.85 - $8.25 per test booklet/answer sheet, depending on quantity; $23 per manual

Administration Time: 25-30 minutes

Assessment Description: The MCMI - II consists of 175 items and yields 22 clinical scales and 3 validity scales.

Assessment Format: Individual and group

Assessment Type: Criterion-reference

Examiner: No restrictions

Comments: The MCMI - II can be completed by individuals with at least an eighth grade reading level.

Recommended Uses: The MCMI-II provides a profile of scale scores and a detailed analysis of personality and symptom dynamics as well as suggestions for therapeutic management.

Focus of Assessment: Social skills; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American; Hispanic

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Severe emotional disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson formula 21 estimates were obtained for the total sample, but reliability coefficients are not reported in the review.

Norming Information: A sample of 1,292 individuals was obtained and demographic data collected for the variables of: gender, age, marital status, religion, ethnicity (Black, White, Hispanic, other), setting, patient's stated major problem, and duration of most recent episode of patient's problem. Norming consisted of sampling the population of referred individuals who were typically administered the MCMI-II. However, such controversial approach presented problematic norms in the MCMI-II.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Haladyna reported that the MCMI-II has grown from its promising beginning. Reynolds reported that the MCMI-II has a unique role in providing the most thorough, most well conceptualized evaluation of Axis II disorders available, but much remains to be understood about its psychometrics and how its complex profile might be best interpreted.

Minnesota Importance Questionnaire

GENERAL INFORMATION

Publisher: Vocational Psychology Research

Date of Publication: 1967-81

Author: James B. Rounds, Jr., George A. Henly, René V. Dawis, Lloyd H. Lofquist, and David J. Weiss

Review Information:

Barbara Lachar, Vice-President, Psychological Assessment Services, Inc., Sugar Land, TX; Wilbur L. Layton, Professor of Psychology, Iowa State University, Ames, IA.

Lachar, B. & Layton, W. L. (1992). Review of Minnesota Importance Questionnaire. In J.J. Kramer and J.C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 542-546). Lincoln, NE: Buros Institute of Mental Measurement of the University of Nebraska-Lincoln.

Cost: (1988) $39.50 per complete kit including 50 answer sheets, 10 reusable booklets, manual (1981, 73 pages) and Occupational Reinforcer Patterns (1986); $.70 or less per reusable booklet ($7 minimum); $.12 or less per answer sheet ($6 minimum); $8.50 per manual; scoring service offered by publisher.

Administration Time: 30-40 minutes for ranked form; 15-25 minutes for paired form.

Assessment Description: A questionnaire is used to measure 20 psychological needs and 6 underlying values that are relevant to work adjustment, specifically in relation to satisfaction with work.

Assessment Format: Group

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The questionnaire is designed for use in vocational counseling, career planning, and job placement

Focus of Assessment: Vocational skills or aptitudes; career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Comments: Spanish and French editions are available also..

Age Equivalents: 16 and over

Gender: Not specified

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency was calculated using Hoyt reliability coefficients for nine groups of subjects and ranged between .30 and .95, with median coefficients between .77 and .81.

Test-retest: Lachar reported that scale stability coefficients ranged from .19 (9 -month retest interval) to .93 (immediate retest). Layton reported correlations for the 20 MIQ scales ranging from .89 for immediate retesting to .53 for retest after 10 months.

Norming Information: The reviewers reported that norming information was included in 1981 user manual.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments:

Layton reported that the MIQ can be a valuable instrument for use in vocational counseling, career planning, and job placement. Lachar reported that the MIQ is an instrument that has been well researched in the context of the theory of work adjustment. Further, Lachar reported that there is evidence to support its reliability, validity, and utility in vocational counseling; however, its use and interpretation appear to require training and indepth study.

Minnesota Multiphase Personality Inventory-2 (MMPI-2)

GENERAL INFORMATION

Publisher: University of Minnesota Press; distributed by National Computer Systems

Date of Publication: 1942-1990

Author: S.R. Hatheway, J.C. McKinley, and James N. Butcher

Review Information:

Robert P. Archer, Professor of Psychiatry and Behavioral Sciences, Eastern-Virginia Medical School, Norfolk, VA.

Archer, R. P. (1992). Review of Minnesota Multiphasic personality Inventory. In J. J. Kramer and J.C. Conoley (Eds.) The Eleventh Mental Measurements Yearbook, (pp. 546-565). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1989) $17.70 per 10 reusable softcover test booklets; $24.60 per reusable hardcover test booklet; $39.30 per 100 hand-scorable answer sheets; $15.05 per 25 ARION II or MICROTEST answer sheets; $36.30 per set of BASR scales softcover scoring stencils; $32.30 per set of Basic scales hardcover scoring stencils; $35.30 per set of supplementary scales scoring stencils; $39.30 per 100 profiles (select scales); $57.20 per audiocassette; $45 per set of Harris-Lingoes subscales scoring stencils; $23 per manual; $10 per Adult clinical system users guide; $10 per personal selection system users guide

Administration Time: 90 minutes

Assessment Description: The MMPI-2 is a revision of the MMPI. The MMPI-2 consists of 567 items, 18 supplementary scales, 15 content scales, the Harris-Lingoes subscales, and the Subtle-Obvious Subscales.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Comments: May be administered by audiocassette or microcomputer.

Skills or Materials Required: A test booklet and score sheet are required. Optional requirements include either an audiocassette player or a microcomputer.

Recommended Uses: The MMPI is designed to assess major patterns of personality and emotional disorders.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 18 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Validity:

Comments: The MMPI-2 content scales employed a deductive scale construction method. Reviewers indicated that the end result was the development of a series of face-valid, narrow-band scales with high levels of internal consistency, although correlations were not reported in the review.

Norming Information: The MMPI-2 was based on a new normative sample (1,138 males and 1,462 females) between the ages of 18 and 84. The reviewers reported that the author indicated the "MMPI-2 norms appeared to work quite well for all levels of educators even when K-correction was involved."

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services; Independent living; Community participation.

Reviewer Recommendation: Recommended

General Comments: Archer reported that the MMPI-2 is an appropriate balance between that which required change (norms) and that which requires preservation (standard scales). He stated that it should prove to be a worthy succession to the MMPI. Nichols reported that the MMPI-2 has all the weaknesses of the MMPI and is less satisfactory than instruments like the NEO Personality Inventory.

My Vocational Situation (MVS)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Date of Publication: 1980

Author: John L. Holland, Denise Daiger, and Paul G. Power

Review Information:

Patricia W. Lunneborg, Professor of Psychology and Women's Studies, University of Washington, Seattle, WA; Bert W. Westbrook, Professor of Psychology, North Carolina State University Raleigh, NC.

Lunneborg, P. W., & Westbrook, B. W. (1985). Review of My Vocational Situation (MVS). In J.V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 1026-1029). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $4 per 25 tests; $.75 per manual; $1 per specimen set.

Administration Time: 5-10 minutes

Assessment Description: The MVS consists of three measures: an 18 item, true-false Vocational Identity Scale (VI); an Occupational Information (OI) measure which lists four types of career information that a person may need; and the Barriers (B) measure which lists four possible obstacles to obtaining a chosen occupation.

Assessment Format: Individual or Group

Assessment Type: Self-administered

Examiner: Restrictions

Comments: The MVS is used by counselors.

Skills or Materials Required: The MVS requires one form and a manual.

Recommended Uses: The MVS is used to assess a client's need for vocational assistance and treatment.

Focus of Assessment: Vocational skills or aptitudes; career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 16-69 years

Applicable Population(s): High school and college students, and adults

TECHNICAL ASPECTS

Reliability:

Internal consistency: Lunneburg indicated that KR20 values for the VI scale ranged from .86 to .89. Westbrook indicated that OI was low among college students and workers (.79, .77) and much lower among high school students (.39, .44). The B scale was low among college students and workers (.45, .65), and seriously low among high school students (.23, .23).

Comments: Westbrook commented that the data were based upon the original 20-item Vocational Identity scales rather than the current form. He concluded that the reliability of the current form would probably be lower than those reported in the manual.

Validity:

Construct: Westbrook indicated that intercorrelations were reported for age, number of occupations the person was considering, number of different types of occupations named, Vocational Identity score, Occupational Information score, Barriers score, and five-point ratings on five attributes.

The five attributes included: (a) This person appears well-organized, (b) this person appears at loose ends, (c) this person seems self-confident, (d) this person seems tense and uncontrollable, and (e) this person seems competent to handle his/her life well.

Norming Information: The MVS norming sample consisted of 824 persons located in Baltimore high schools, colleges, and businesses.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Lunneborg suggested that the MVS be used only in research, to study the development of vocational identity, and to assess the interventions used to foster vocational identity. Westbrook suggested that the MVS is not ready for general use.

The NEO Personality Inventory (NEO-PI)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1978-89

Author: Paul T. Costa, Jr. and Robert R. McCrae

Review Information:

Allen K. Hess, Professor and Department Head, Auburn University at Montgomery, Montgomery, AL; Thomas A. Widiger, Professor of Psychology, University of Kentucky, Lexington, KY.

Hess, A. K., & Widiger, T. A. (1992). Review of NEO Personality Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 603-606). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $6 per 25 feedback sheets; $15 per manual and supplement; $8 per supplement.

Administration Time: 30 minutes for A and not reported for B.

Assessment Description: The NEO-PI is a 181-item measure that assessed initially Neuroticism (N), with its facets, Anxiety, Hostility, Depression, Self-Consciousness, Impulsiveness, and Vulnerability; Extraversion (E), with its facets Warmth, Gregariousness, Assertiveness, Activity, Excitement-Seeking, and Positive Emotions; and Openness to Experience (O), with its facets Fantasy, Aesthetics, Feelings, Actions, Ideas, and Values. Subsequently, Agreeableness (A) and Conscientiousness (C) were added. The 18 facets consist of 8 items each in a 5-point format (Strongly Agree to Strongly Disagree).

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The examiner must have professional qualifications although they are not listed in the review.

Recommended Uses: The NEO-PI is used to measure five major dimensions or domains of normal adult personality.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Across all facets, alpha coefficients for men ranged from .61 to .79, for women from .60 to .82, and for ratings by others from .64 to .86. Within specific dimensions, alphas were as follows: for men, .91 for N, .89 for E, and .86 for O; for women, .93 for N, .85 for E, and .88 for O.

Test-retest: Six month test-retest reliability ranged from .86 to .91 for the dimensions and .66 to .92 for the facets. Six year reliability values were above .80 for N, E, and O for Form 5 and above .75 for Form R; six year reliability values for the facet scales ranged from .68 to .79. Three year test-retest reliability was .63 for Agreeableness and .79 for Conscientiousness.

Validity:

Content: Hess reported that the authors give no account on how the items were developed and refined. However, Hess reported that Costa and McCrae designed their inventory to fit what was termed the "Big Five," referring to the consistent set of content categories or factors replicated across various personality inventories.

Concurrent: Hess indicated that the NEO-PI was correlated with inventories such as the Minnesota Multiphasic Personality Inventory, the Personality Research Form, the Interpersonal Adjective Scales, and the Myers-Briggs Type Indicator. However, correlations were not reported in the review.

Comments: Consensual validation, or the correspondence between self and spouse, and self and peer ratings lend support to the factors. Convergent correlations for men and women were .47 and .56 for N, .72 and .46 for E, and .60 and .45 for O.

Norming Information: Norms were based on 502 adult males, 481 adult females, 250 college males, 276 college females, 430 peer raters of adult males, and 313 peer raters of adult females.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Hess reported that the NEO-PI appears to be a reliable and valid measure. Widiger suggested that any study that purports to be addressing fundamental dimensions of personality should include the NEO-PI as a measure.

Non-Language Learning Test (NLLT)

GENERAL INFORMATION

Publisher: Associated Services for the Blind

Date of Publication: 1947

Author: Mary K. Bauman.

Review Information:

Michael D. Franzen, Ph.D., Associate Professor of Behavioral Medicine and Psychiatry, West Virginia University School of Medicine, Morgantown, WV

Franzen, M. D. (1988). Review of Non-Language Learning Test (NLLT). In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 371-373). Kansas City, MO: Test Corporation of America.

Administration Time: A limit of 5 minutes per trial

Assessment Description: The NLLT stimuli consists of an 11-3/4" x 8" formboard that has eight holes with four shapes cut out from the board. Blocks of different shapes, such as a diamond, a parallelogram, an elongated oval, and a six-sided figure shaped like a diamond with two extra parallel sides are fitted into the holes.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Skills or Materials Required: The NLLT consists of the Administration instructions, scoring suggestions, and interpretation suggestions. The manual contains instructions for the construction of the test stimuli.

Recommended Uses: The NLLT is used to evaluate tactile recognition, manual dexterity, and nonverbal problem solving. The NLLT is designed to extend assessment beyond merely evaluating the verbal intelligence of nonsighted individuals.

Focus of Assessment: Perceptual motor

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 26 and older

Gender: Male or female

Applicable Population(s): Speech impairment; Visual handicap

TECHNICAL ASPECTS

Reliability:

Comments: Franzen indicated that no reliability data are available on the NLLT.

Validity:

Concurrent: The NLLT was compared to the Wechsler Verbal IQ on three trials and the Pennsylvania Bi-Manual Assembly Test on the third trial. Correlations for verbal IQ ranged from -.26 to -.39 and correlation for the Pennsylvania Bi-Manual Assembly Test was approximately .50.

Comments: Franzen reported that the concurrent validity study was incompletely described in the manual.

Norming Information: The normative sample consisted of 331 nonsighted and 358 sighted individuals.

Standardization: Three different age groups of sighted and nonsighted individuals were included: less than 26 years, between 26 and 39 years, and 40 years and older. However, the characteristics of the sample were not reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Franzen indicated that the utility of NLLT is limited due to a lack of reliability and validity data. Franzen also reported that the interpretation of the NLLT could be made more useful by empirical evaluations of the conclusions.

North American Depression Inventories for Children and Adults (NADI)

GENERAL INFORMATION

Publisher: Special Child Publications

Date of Publication: 1988

Author: James Battle

Review Information:

Patricia A. Bachelor, Associate Professor of Psychology, California State University, Long Beach , CA; Michael G. Kavan, Director of Behavioral Sciences and Assistant Professor of Family Practice, Creighton University School of Medicine, Omaha, NE.

Bachelor, P. A., & Kavan, M. G. (1992). Review of North American Depression Inventories for Children and Adults. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 614-617). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $57.50 per complete battery including examiner's manual and 50 of each of the two test forms; $15 per 50 test forms; $5 per scoring stencil; $7.50 per audio cassette tape; $15 per examiner's manual; $17.50 per specimen set including examiner's manual and one copy each of the two test forms.

Administration Time: 10 - 20 minutes

Assessment Description: The NADI are self-report scales designed to measure symptoms or characteristics of depression in adults (Form A) and children (Form C). Form A requires adults (ages 15 to 60 years) to respond to 40 items using a 5-point scale. Form C requires children (grades 2 through 9) to respond to 25 items using a "yes" or "no" format.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The Inventories are used to measure symptoms of depression in children and adults.

Focus of Assessment: Affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Children and adults

Gender: Male or female

Applicable Population(s): Severe emotional disturbance

TECHNICAL ASPECTS

Reliability:

Test-retest: Two-week reliability data were reported on two samples for Form C and one sample for Form A. For Form C, correlations were .79 for 325 adolescents in grades 7 through 9. For Form A, correlations were .93 for 277 adults, ages 15 through 60, in a large midwestern city.

Validity:

Concurrent: Scores on both forms were correlated with the age-level-appropriate Beck's Depression Inventory. Correlations were .56, .73, and .66 for elementary, junior high, and adults, respectively. WADI scores were correlated with the Culture-Free Self Esteem Inventory with correlations at -.73 at elementary level, -.72 at junior high level, and -.74 at the adult level.

Comments: Bachelor reported that the Inventories were a derivative of the Culture-Free Self-Esteem Inventory and the reported correlations should be interpreted judiciously.

Norming Information: Kavan reported that the normative data provided in the manual were quite adequate for general samples, however, he indicated that no data were provided for psychiatric diagnostic samples or for minority populations.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Bachelor reported that the NADI may serve as a promising instrument to influence and focus therapeutic intervention; however, its psychometric qualities have not, to date, been sufficiently verified. Kavan reported that use of the NADI should be limited to research settings, even though it provides a useful and comprehensive assessment of the depressed mood and self-esteem components of depression.

Observational Emotional Inventory - Revised (OEI-R)

GENERAL INFORMATION

Publisher: McCarron-Dial Systems

Date of Publication: 1986

Author: Lawrence T. McCarron and Jack G. Dial

Review Information:

Joseph G. Ponterotto, Associate Professor of Education, Division of Psychological and Educational Services, Graduate School of Education, Fordham University-Lincoln Center, NY.

Ponterotto, J. G. (1992). Review of Observational Emotional Inventory-Revised. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 617-618). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $13.75 per package of 25 inventories

Administration Time: 120 minutes each day for 5 days

Assessment Description: The OEI-R is a 70 item instrument designed to assess overt emotional behaviors that interfere with educational and vocational functioning.

Assessment Format: Group

Assessment Type: Problems checklist

Examiner: Ponterotto indicated that the OEI-R could be used in a classroom, prevocational, or work training setting. However, qualification of examiner is not indicated.

Skills or Materials Required: The OEI-R contains a package of 25 inventories in the form of checklists.

Recommended Uses: The OEI-R is designed for use in classroom, prevocational, or work training settings. The test provides a structure for observing and rating overt emotional behaviors which interfere with educational or vocational potential.

Focus of Assessment: Vocational skills or aptitudes; career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American; Hispanic; all others

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Test-retest: Stability measures were obtained for the OEI-R over a 7-14 day period, using a sample of 100 neuropsychological individuals with visual disabilities. Correlations ranged from .87 for the Anxiety factor to .96 for both the Socialization and Reality Disorientation factors. The test-retest stability coefficient for the OEI-R total score was .95.

Comments: Ponterotto indicated that there is a need for internal consistency reliability.

Validity:

Concurrent: The OEI-R was compared to the original OEI using the original normative sample of 567 adults. The correlations were .89 and .91 with the Emotional Behavior Checklist, .62 with the Survey of Functional Adaptive Behaviors, .49 with the Street Survival Skills Questionnaire, and .63 with the Dial Behavior Rating Scale. Using a separate sample of 52 adults with mental retardation, the OEI-R correlated .66 with the Survey of Functional Adaptive Behaviors.

Norming Information: Normative data were based on a sample of 567 adults, ranging in age from 15 to 62 with a mean of 30 years. The sample consisted of 51% male; 60% Caucasian, 26% black, 11% Hispanic and 3% other. Forty percent were diagnosed with neuropsychological disabilities; 57% functioned within the normal range of intelligence; 70% of neuropsychologically disabled members were from the southwest; and 30% were from the west, northeast, and midwest regions of the U.S.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Ponterotto indicated that the 70 items on the OEI-R appear adequate, however, no description of their development and selection of items is presented. In addition, Ponterotto reported that additional information is needed regarding internal consistency and that factoral validity research should be conducted. He suggested that extreme caution be exercised when using the OEI-R as a stand-alone measure.

General Comments: Panterotto indicated that the OEI-R was developed within the framework of the McCarron-Dial System, and without a firm understanding of this system, meaningful interpretation and use of the OEI-R poses great difficulty.

Occupational Aptitude Survey and Interest Schedule: Aptitude Survey (OASIS-AS)

GENERAL INFORMATION

Publisher: PRO-ED Inc.

Date of Publication: 1983

Author: Randall M. Parker

Review Information:

Rodney L. Lowman, Director, Corporate Mental Health Programs, Occupational Health Service, and Faculty, Divisions of Medical Psychology and Occupational Medicine, Duke University Medical Center, Durham, NC; Kevin W. Mossholder, Associate Professor of Management, Auburn University, Auburn, AL .

Lowman, R. L., & Mossholder, K. W. (1989) Review of Occupational Aptitute Survey and Interest Schedule: Aptitude Survey. In J. C. Conoley and J. J. Kramer (Eds.) The Tenth Mental Measurements Yearbook (pp. 562-566). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1985) $46 per complete test kit including manual (42 p.), 10 tests, 50 student profile and answer sheets, and scoring stencil; $14 per 10 tests; $18 per 50 student profile and answer sheets; $18 per manual

Administration Time: 35 - 45 minutes

Assessment Description: The OASIS is a multiple aptitude measure that includes the following tests: Vocabulary (verbal), Computation (numerical), Spatial Relations (spatial), Word Comparison (perceptual), and Making Marks (manual dexterity).

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The OASIS measures the career development of students.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Grade Equivalent: 8-12

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability: No information was provided in the review.

Validity: No information was provided in the review.

Norming Information: Lowman reported a sample of 1,400 individuals who were racially imbalanced (blacks were inadequately represented and no breakdown is provided for those of Hispanic or Oriental origin). The sample was also geographically imbalanced with overrepresentation from rural areas.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; vocational training

Reviewer Recommendation: Recommended

Comments:

Lowman reported that the OASIS-AS could be an important new measure of basic aptitudes, primarily of academic focus. Mossholder reported that use of the OASIS-AS for research and comparative purposes is encouraged and those who wish to use it for actual counseling are advised to proceed with caution and restraint.

Personal Resource Questionnaire (PRQ)

GENERAL INFORMATION

Date of Publication: 1981-87

Author: P. Brandt and C. Weinert

Review Information:

Esther Diamond, Educational and Psychological Consultant, Evanston, IL.

Diamond, E. (1992). Review of Personal Resource Questionnaire. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 664-665) Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $3 per instructions and questionnaire

Administration Time: 10-15 minutes

Assessment Description: The PRQ is a self-report inventory that measures two types of adult social support; Part I measures the scope of social network and Part II assesses the respondent's perceived levels of social support.

Assessment Format: Individual and group

Assessment Type: Norm reference

Examiner: No restrictions

Skills or Materials Required: The PRQ requires a test kit.

Recommended Uses: The PRQ measures a person's perceived level of support. It provides information about adults' social networks and perceived levels of social support.

Focus of Assessment: Lifestyle or consumer satisfaction; social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalents: Adults 20-80 years old

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's alpha reliability coefficients for Part II total score ranged from .85 to .93 for groups of young, middle, and older adults with the groups varying in size from 45 to 188.

Test-retest: Test-retest estimate of reliability for 100 adults ages 30 to 37 was .81 for interpersonal resources (Part I) and .72 for perceived social support (Part II).

Validity:

Concurrent: Negative correlations were obtained between Part II's perceived support total score and Spielberger's Anxiety (r = -.37), Beck's Depression (r=-.42, and Eysenck's Introversion (Neuroticism) scales (r=-.28), a positive correlation (r=.32) was obtained with Eysenck's Extroversion scale.

Norming Information: The PRQ was normed on young adults ranging between 20 to 30 years old ; middle-aged adults 30 to 50 years old; and older adults to approximately 80 years of age.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Adult services

Comments: At Present PRQ is available only for research purposes.

Reviewer Recommendation: Recommended

Comments: Diamond indicated that the PRQ may be measuring something not measured by other personality or problems-checklist instruments; however, he suggested more studies are needed if the PRQ is to be used as an assessment instrument.

Portable Tactual Performance Test (P-TPT)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1984

Author: Michael David

Review Information:

Calvin P. Garbin, Associate Professor of Psychology, University of Nebraska-Lincoln, Lincoln, NE.

Garbin, C. P. (1992). Review of Portable Tactual Performance Test. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (p. 679). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $265 per test kit including 25 record forms, form boards in case, and manual; $5 per 50 record forms.

Administration Time: 10-15 minutes

Assessment Description: The P-TPT comes in a sturdy wooden carrying case. The test can be set up to position the board at the appropriate angle for task completion. The P-TPT is concerned with three scores: Dominant Hand, Non-dominant Hand, or Both Hands.

Assessment Format: Individual

Assessment Type: Performance test

Recommended Uses: The P-TPT is used to assess tactual performance

Focus of Assessment: Tactual motor

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Comments: Garbin indicated that an instruction manual describes the basics of administering and scoring the test, and includes a very brief discussion of the clinical relevance of a few patterns of response data.

Age Equivalents: 5 to adult

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability: No information was provided in the review.

Validity: No information was provided in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Garbin reported that additional information about the interpretation and clinical relevance of test results, as well as a discussion of how this test comprises a functional part of the full Halstead-Reitan Neuropsychological Test Battery, can be found in either the manual for the Halstead-Reitan or a related text by Reitan and Wolfson.

Preliminary Diagnostic Questionnaire (PDQ)

GENERAL INFORMATION

Publisher: West Virginia Research and Training Center

Date of Publication: 1981

Author: Joseph B. Moriarty

Review Information:

Steve Graham, Associate Professor and Debra Neubert, Assistant Professor of Special Education, University of Maryland, College Park, MD; Thomas G. Haring, Associate Professor in Special Education, University of California, Santa Barbara, CA.

Graham, S., Neubert, D., & Haring, T. G. (1992). Review of Preliminary Diagnostic Questionnaire. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 681-687). Lincoln, NE: Burros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1990) $100 per person per complete self-paced training kit; $50 per 100 client booklets.

Administration Time: 60 minutes

Assessment Description: The PDQ is a screening instrument that provides vocational rehabilitation counselors with a quick assessment of a client's cognitive, physical, and emotional functioning, as well as their disposition to work. The PDQ is comprised of eight subscales: work information, preliminary estimate of learning, psychomotor skills, reading retention, work importance, personal independence, internality, and emotional functioning.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The individual who administers the PDQ must be a trained and experienced vocational rehabilitation counselor.

Skills or Materials Required: The PDQ is administered orally. The PDQ is available only to persons who have received training and certification through the West Virginia Research and Training Center (VRC).

Recommended Uses: The PDQ is designed as a casework tool, an assistive desire for gathering information on a client's functional assets and limitations, and can be used to determine eligibility for rehabilitation services. It is also used to assess the functional capacities of persons with disabilities in relation to employability.

Focus of Assessment: Intelligence and related; neuropsychological and related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - Not specified

Gender: Male or female

Applicable Population(s): Reviewers indicated that the author does not recommend the PDQ for use with individuals with severe visual, hearing, or communicative disabilities.

TECHNICAL ASPECTS

Reliability:

Internal consistency: Haring reported that the KR-20 reliability coefficient for a sample of 151 clients was .85. The Work Information section reported KR-20 "at the level of .38 or higher."

Test-retest: Test-retest correlation was reported at .81.

Comments: Graham and Neubert reported that the authors of the PDQ reviewed a variety of studies they claim provided support for the reliability of the instrument. The reviewers caution that until additional independent investigations of reliability and validity are undertaken, the results from the studies reported by the author must be interpreted cautiously.

Validity:

Concurrent: Correlations between the Preliminary Estimate of Learning subtest and the WAIS ranged from .70 to .78; correlation with the WRAT was .79

Comments: Graham and Neubert commented that one significant drawback to the PDQ was that the authors of the PDQ do not provide a technical manual. They indicated that information concerning reliability and validity were included in several published and unpublished reports, thus making it difficult to judge the technical adequacy of the instrument.

Norming Information: The PDQ was standardized on a sample of 2,972 vocational rehabilitation clients from 30 states. The reviewers indicated that data on the sample were incompletely reported, and that it did not appear that a systematic plan was used to select a representative sample.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services; Independent living; Community participation.

Reviewer Recommendation: Not recommended

Comments: Graham and Neubert reported that the PDQ appears best suited for experimental work. The reviewers suggested that additional evidence on the normative sample, reliability, and validity is needed before the PDQ can be recommended as an instrument for making individual assessments on vocational rehabilitation clients. Haring reported that the overall development of the PDQ contains numerous psychometric shortcomings that should preclude its use until further and more rigorous scaling, reliability studies, and validity studies are undertaken.

The Preverbal Assessment - Intervention Profile (PAIP)

GENERAL INFORMATION

Publisher: PRO-ED, Inc.

Date of Publication: 1984

Author: Patricia Connard

Review Information:

Karen T. Carey, Assistant Professor of Psychology, California State University, Fresno, CA; Joe Olmi, School Psychology Predoctoral Intern, Department of Educational Psychology, Mississippi State University, Mississippi State, MS.

Carey, K. T., & Olmi, J. (1992). Review of the Preverbal Assessment - Intervention Profile. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 694-696). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $44 per complete kit including 5 assessment record booklets and manual; $17 per 5 assessment record booklets; $29 per manual.

Assessment Description: The PAIP is designed to use naturalistic and contrived observational situations to assess preverbal communication and motor skills of children with severe and profound multihandicaps. Three stages of development are included: ages 0 to 1 month, 1 to 4 months, and 4 to 8 months.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The PAIB is used to ascertain information relative to the child's ability to communicate awareness, attending, and orienting.

Focus of Assessment: Expressive language; receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 8-37

Gender: Male or female

Applicable Population(s): Severe or profound mental retardation; multi-handicapped

TECHNICAL ASPECTS

Reliability:

Inter-rater: Interobserver reliability was based on a sample of 50 persons with severe, profound, or multihandicaps ranging in age from 8 to 37 years. Average agreement was reported in the manual as 92%.

Test-retest: Two examiners completed observations with 15 persons with handicaps at intervals varying from 14 to 40 days (average of 26 days). Reliability coefficients were not reported in the review.

Validity:

Content: The PAIP was developed from an initial pool of 785 sensorimotor behaviors and field tested with 20 teachers who taught persons with severe handicaps. No additional information on content validity was reported.

Concurrent: Five domains of the Early Learning Accomplishment Profile were compared with the "low stage placement score" of the PAIP. The sample consisted of 35 students with handicaps. Carey reported that the correlations provided for the PAIP (ranging from .84 to .94) were meaningless.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Carey reported that the PAIP should not be used in practice. However, she indicated that it can be used to teach graduate students to carefully observe behaviors of individuals with handicaps. Olmi reported that in order for the PAIP to be used effectively and efficiently, it would require a measure of training on the part of the practitioner and even more training on the part of others who may be asked to use the procedure. He reported that the PAIP falls short in its attempt to be a comprehensive assessment instrument.

Pre-Verbal Communication Schedule (PVCS)

GENERAL INFORMATION

Publisher: NFER-Nelson Publishing Co., Ltd.

Date of Publication: 1987

Author: Chris Kiernan and Barbara Reid

Review Information:

E. W. Testut, Associate Professor of Audiology, Department of Speech Pathology/Audiology, Ithaca College, Ithaca, NY; Susan Ellis Weismer, Assistant Professor of Communicative Disorders, University of Wisconsin, Madison, WI.

Testut, E. W., & Weismer, S. E. (1992). Review of Pre-Verbal Communication Schedule. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 696-699). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $26.45 per complete set including 10 scoring sheets and manual; $14.95 per 10 checklists

Administration Time: 120-150 minutes

Assessment Description: The PVCS has two forms, the Full Form, Score Sheet 1, and the Short Form, Score Sheet 2. The Full Form consists of 195 items divided into 27 sections that assess precommunicative behaviors, informal communicative behaviors, and formal communicative skills. The Short Form consists of 4 sections from the full PVCS and 35 items that reflect 6 categories of functional communication use.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The PVCS is focused primarily on assessing existing non-verbal and vocal communication skills and other abilities that may be relevant in program development.

Focus of Assessment: Expressive language; receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Children, adolescents, and adults

Gender: Male and Female

Applicable Population(s): Severe or profound mental retardation; speech impairment

TECHNICAL ASPECTS

Validity:

Content: A content validity study was conducted in 1985 on 80 items from the PVCS shown to have high interrater reliabilities. Specific findings were not reported in the review.

Construct: Testut indicated that the authors presented no theoretical framework or discussion of the conceptual basis for this measure.

Comments: Weismer indicated that the PVCS manual discussed validity and reliability, but little was provided with respect to how the test was developed and how individual items were found to merit inclusion.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Testut reported that the PVCS provides a single means for assessing the presence of behaviors thought to signal readiness for the development of communication skills. Weismer reported that the PVCS is Not recommended for research or clinical purposes in its current form.

The Problem-Solving Inventory (PSI)

GENERAL INFORMATION

Publisher: Consulting Psychologists Press, Inc.

Date of Publication: 1988

Author: P. Paul Heppner

Review Information:

Cameron J. Camp, Professor of Psychology, University of New Orleans, New Orleans, LA; Steven G. LoBello, Assistant Professor of Psychology, Auburn University at Montgomery, Montgomery, AL.

Camp, C. J., & LoBello, S. G. (1992). Review of the Problem-Solving Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 699-701). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $14.50 per 25 test booklets; $3 per scoring key; $12 per manual; $13 per specimen set

Administration Time: 10-15 minutes

Assessment Description: The PSI consists of 35 statements. Three statements are "research items" and are not scored, leaving 32 items from which measures are derived. Respondents use a 6-point scale to rate the extent to which they agree or disagree with the statement (1=strongly agree; 6=strongly disagreement).

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The PSI should be administered by professionals who have expertise in test and measurement and who are familiar with the literature on coping and problem solving.

Recommended Uses: The PSI is used to assess an individual's perceptions of his or her own problem-solving behaviors and attitudes.

Focus of Assessment: Lifestyle or consumer satisfaction

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 16 and above

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients for the three scales and the total score ranged from .72 to .91 across three independent samples.

Test-retest: Reliability measures for the three scales and the total PSI score ranged from .83 to .89 across two weeks, from .77 to .81 for a second sample retested after 3 weeks, and from .44 to .65 for a third sample tested after a 2-year period.

Validity:

Concurrent: Student's PSI scores were correlated with ratings of their problem-solving skills, and perceived level of satisfaction with such skills. Correlations ranged from -.24 to -.46. PSI scores failed to correlate strongly with measures of aptitude or academic achievement, social desirability, or an objective measure of problem-solving ability.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult dducation; Independent living; Community participation

Reviewer Recommendation: Recommended

Comments: Camp reported that the PSI has demonstrated generally adequate psychometric properties with previous versions; and its psychometric soundness should be demonstrated using larger and more diverse samples. Lobello reported that the PSI appears to have great promise as an assessment tool in research, counseling, and other applied settings.

Productivity Environmental Preference Survey (PEPS)

GENERAL INFORMATION

Publisher: Price Systems, Inc.

Date of Publication: 1979-82

Author: Gary E. Price, Rita Dunn, and Kenneth Dunn

Review Information:

Craig N. Mills, Executive Director, GRE Testing and Services, Educational Testing Service, Princeton, NJ; Bertram C. Sippola, Associate Professor of Psychology, University of New Orleans, New Orleans, LA.

Mills, C. N., & Sippola, B. C. (1992). Review of Productivity Environmental Preference Survey. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 703-705). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $6 per 60 answer sheets with questions; $4 or less per individual profile; $.40 per individual interpretative booklet; $9 per manual; $11 per specimen set including answer sheet, interpretive booklet, and manual

Administration Time: 20-30 minutes

Assessment Description: The PEPS is a 100 item survey designed to diagnose adults' productivity and learning styles. The PEPS yield scores on 20 factors and uses a 5 point Likert Scale.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The PEPS is an inventory for the identification of adult preferences regarding conditions in a working and/or learning environment.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Comments: The reviewers indicated that the author reported that 68% of the reliability coefficients were equal to or greater than .60; seven factors had reliabilities greater than .80, but none reached .90.

Norming Information: Adults from several states and from various academic and industrial settings participated in the sample.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Recommended

Comments: Mills reported that the PEPS provides recommendations for structuring an environment to maximize productivity. However, he also reported that technical information is sparse, and indicated that the instrument is not likely to be sufficiently reliable for decision-making. Sippola indicated that the PEPS should not be used for individual personnel decisions, due to the lack of validity.

Program for Assessing Youth Employment Skills (PAYES)

GENERAL INFORMATION

Publisher: The Adult Education Co.

Date of Publication: 1967-79

Author: Educational Testing Service

Review Information:

Shirley A. White, Assistant Professor of Business Communications and Office Systems, Louisianna State University, Baton Rouge, LA; Dan Zakay, Senior Lecturer, Department of Psychology, Tel Aviv University, Israel.

White, S. A., & Zakay, D. (1985). Review of Program for Assessing Youth Employment Skills (PAYES). In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 1223-1226). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $40 per 10 of each test booklet; $3.60 per 10 score sheets; $2 per user's guide; $3.60 per administrator's manual; $4.40 per technical manual

Administration Time: 75 minutes

Assessment Description: The PAYES consists of a battery of seven paper-and-pencil measures intended primarily for guidance and counseling purposes with adolescents and young adults with low verbal skills. Measures include: Attitudinal, Cognitive, and Interest.

Assessment Format: Individual or Group

Assessment Type: Criterion-referenced

Examiner: Restrictions

Comments: The PAYES is designed for use by counselors to provide a wide range of assessment information relevant for diagnosis and remediation particularly when administered to students at the beginning of their enrollment in a particular program.

Skills or Materials Required: The PAYES may be orally administered. Materials include one form in three booklets, administrator manual, technical manual, user's guide, profile, and score sheets.

Recommended Uses: The PAYES is used primarily for guidance and counseling purposes with adolescents and young adults of low verbal skill who are preparing for entry-level employment.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adolescents and young adults

Gender: Male or female

Applicable Population(s): Unemployed dropouts and minority youths

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha values were reported to range from .59 to .85

Comments: Zakay indicated that the missing reliability information was important since counselors need to know if the scores were reflecting stable tendencies or momentary influences like mood.

Validity:

Comments: Validity was based on correlation between the PAYES scores and counselors', instructors', and work supervisors' ratings. Correlations were around .20 or .30 except for the job-seeking test that ranged from .32 to .75. Correlation coefficients for combined samples ranged from .02 to .27.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Recommended

Comments: White and Zakay indicated that the PAYES is a useful aid in counseling adolescents and young adults with low verbal skills who are preparing for entry-level employment.

Program for the Acquisition of Language with the Severely Impaired (PALS)

GENERAL INFORMATION

Publisher: The Psychological Corporation

Date of Publication: 1982

Author: Robert E. Owens, Jr.

Review Information:

Lauvie Ford, Assistant Professor, Department of Educational Psychology, Texas A&M University, College Station, TX; Joe Olmi, School Psychology Predoctoral Intern, Department of Educational Psychology, Mississippi State University, Mississippi State, MS.

Ford, L., & Olmi, J. (1992). Review of Program for the Acquisition of Language with the Severely Impaired. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measures Yearbook (pp. 705-708), Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $89 per complete kit including 12 DIS/DAT and 12 caregiver Interview and Environmental Observation forms, Training Level Activities Guide, and manual; $15 per 12 DIS/DAT forms; $15 per 12 Caregiver Interviews and Environmental Observation forms; $39 per Training Level Activities Guide; $30 per manual.

Administration Time: Varies by component and client

Assessment Description: The PALS is a systematic, individualized developmental approach to language development that incorporates cognitive, psycholinguistic, and sociolinguistic literatures into its programming for individuals with severe language impairments. PALS provides assessment tools, training strategies, and training activities that target presymbolic and early symbolic skills in individuals with severe language delays.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The PALS is designed for use by speech-language therapists. Persons who administer PALS should be trained in clinical interviewing and observational strategies.

Skills or Materials Required: The PALS requires a training activities guide, a program manual, 12 Developmental Assessment Tool (DAS) forms, and 12 Caregiver and Environmental Observation forms.

Recommended Uses: The PALS is used to provide assessment tools, training strategies, and training activities which target essential presymbolic and early symbolic skills in language-delayed clients of all ages.

Focus of Assessment: Expressive language; Receptive language; Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Children and adults

Gender: Male or female

Applicable Population(s): Severe or profound mental retardation

TECHNICAL ASPECTS

Reliability: No information was provided in the review.

Validity: No information was provided in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Ford reported that PALS provides excellent clinical utility for program planning. Olmi reported that its sound developmental and programming basis makes it a worthy program that could serve both service providers and program recipients.

Progress Assessment Chart of Social Development (PAC)

GENERAL INFORMATION

Publisher: SEFA Publications Ltd, England

Date of Publication: 1963-80

Author: H. C. Gunzburg

Review Information:

Betty N. Gordon, Staff Psychologist, Division for Disorders for Development and Learning, and Clinical Assistant Professor of Psychology, Department of Psychiatry, University of North Carolina, Chapel Hill, NC; Joel Hundert, Sessional Instructor, Child Studies, Brock University, St. Catharines, Ontario, Canada.

Gordon, B. N., & Hundert, J. (1985). Review of Progress Assessment Chart of Social Development. In J. V. Mitchell, Jr. (Ed.). The Ninth Mental Measurements Yearbook (pp. 1227-1228). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $22 per specimen set; Elementary Progress Assessment Chart, no manual, $5.75 per 25 forms; Primary Progress Assessment Chart, Eighth Edition, $4.80 per 25 forms, $7.20 per 5 evaluation indexes; Progress Assessment Chart I, Thirteenth Edition, $5.75 per 25 forms, $7.20 per 5 evaluation indexes; Progress Assessment Chart IA, Third Edition, $5.75 per 25 forms; Progress Assessment Chart 2, Twelfth Edition evaluation indexes A, B, C, $5.75 per 25 forms, $7.20 per 5 copies of any one evaluation index; Progress Assessment Chart for Down's Syndrome, Third Edition, separate male and female evaluation indexes, $4.80 per 25 forms, $7.20 per 5 evaluation indexes for either gender; Progress Assessment Chart I for the Severely Handicapped, $5.75 per 25 forms; Progress Assessment Chart 2 for the Severely Handicapped Adult, $5.75 per 25 forms.

Administration Time: Not specified

Assessment Description: The Progress Assessment Chart consists of six forms, each designed for use with a specific population and each containing items in four areas: self help, communication, socialization, and occupation. The examiner scores the subject on between 120 and 160 items resulting in a social competence index for each of the four areas.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The PAC is an inventory of social skills designed to assist in practical programming decisions for children and adults with mental retardation. It assesses social and adaptive functioning to enable greater acceptance in the community.

Focus of Assessment: Adaptive behavior; social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Gender: Male or females

Applicable Population(s): Mild mental retardation; Moderate mental retardation; Severe or profound mental retardation.

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half reliability was reported to be high, ranging from .87 to .97 in one study.

Inter-rater: Inter-rater reliability was found to be .97 in one study, and between .89 and .97 on four of the PAC forms.

Comments: The PAC was not designed as a "test" and the reviewers indicated that the author states that it should not be judged on its statistical properties. Inter-rater reliability is high due to scoring from a videotape which eliminates errors in administration.

Validity:

Concurrent: Correlation of .86 was found between the Vineland Social Maturity Scale social age and the PAC-1 full score; correlation between PAC and the Peabody Picture Vocabulary Test was .67, and the Stanford-Binet was .57.

Norming Information: The reviewers stated that sample populations were inadequately described and that questionable norms were used as expectancy levels on the Progress Evaluation Index. The reviewers also stated that the authors did not suggest the individuals used reflected a representative sample of children and adults with mental retardation.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services; Independent living; Community participation

Reviewer Recommendation: Not recommended

Comments: Gordon reported that use of the PAC to teach adaptive behavior skills is probably justified; however, he concluded that even for teaching purposes, the technique seems unnecessarily complex. Hundert reported that not enough information is available on validity and reliability to recommend PAC's use.

Prout-Strohmer Personality Inventory (PSPI)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1989

Author: H. Thompson Prout and Douglas C. Strohmer

Review Information:

Richard Brozovich, Director, Psychology and Learning Clinic, and Ernest A. Bauer, Testing Consultant, Oakland Schools, Waterford, MI; Peter F. Merenda, Professor Emeritus of Psychology and Statistics, University of Rhode Island, Kingston, RI.

Brozovich, R., Bauer, E. A., & Merenda, P. F. (1992). Review of Prout-Strohmer Personality Inventory (PSPI). In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 714-716.) Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $77.50 per 25 kits including manual; $202.50 per kit with scoring software.

Administration Time: 25-30 minutes.

Assessment Description: The PSPI is a self-report procedure in which respondents mark yes or no to indicate whether a statement describes their feelings, thoughts, or actions.

Assessment Format: Group

Assessment Type: Self-report

Examiner: No restrictions

Skills or Materials Required: The PSPI requires a test manual consisting of 55 pages of text and 43 pages of appendices.

Recommended Uses: The PSPI is used to identify maladaptive personality patterns among adolescents and adults with mental retardation.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 14 and over

Gender: Male or female

Applicable Population(s): Mild mental retardation; Severe emotional disturbance; Specific learning disability

TECHNICAL ASPECTS

Reliability:

Test-retest: Merenda indicated that test-retest reliability coefficients were based on only 41 of the 746 cases available in the standardization sample. Reliability coefficients were not reported in the review.

Comments: Merenda indicated that the authors confused internal consistency with reliability.

Validity:

Comments: Merenda indicated that regarding claims of validity of the clinical scales and the inventory as a whole, none was deemed justified on the basis of the data presented in the manual. Brozovich and Baver indicated that the technical data in the manual were inadequate and the conceptual framework for much of the validity was weak.

Norming Information: The PSPI was normed using a total of 746 subjects who ranged in age from 14 years to 73 years.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

Comments: Brozovich and Bauer recommended the use of the PSPI as part of a multitrait, multimethod approach. Merenda indicated that the PSPI cannot be recommended for any use.

The Pyramid Scales

GENERAL INFORMATION

Publisher: PRO-ED

Date of Publication: 1986

Author: John D. Cone

Review Information:

> Dale Carpenter, Ed.D., Associate Professor of Special Education, Western Carolina University, Cullowhee, NC; Ellen Hedrick Bacon, Ph.D., Assistant Professor of Special Education, Western Carolina University, Cullowhee, NC.
>
> Carpenter, D., & Bacon, E. H. (1988). Review of the Pyramid Scales. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 347-355). Austin, TX: PRO-ED.

Administration Time: 30-50 minutes

Assessment Description: The scales or subtests are organized into three areas: Sensory Zone, Primary Zone, and Secondary Zone. The Sensory Zone contains 3 scales the Primary Zone nine scales, and the Secondary Zone eight scales, for a total of 20 separate scales. The scales measure 160 specific behaviors.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

> Comments: The Pyramid Scales can be used by anyone involved in the habilitation of individuals with disabilities, such as child-care workers, special educators, psychologists, and others who are trained on the Pyramid Scales purpose and procedure.

Skills or Materials Required: The Pyramid Scales consist of a manual and a combination answer and profile sheet.

Recommended Uses: The Pyramid Scales provide a general description of an individual's proficiency for use in program planning and evaluation. The scales are used to assess adaptive behavior of individuals with moderate to severe disabilities in educational settings, such as residential homes with a therapeutic mission and school setting.

Focus of Assessment: Adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

> Primary ethnic group - Not specified
>
> Groups included - Not specified

Age Equivalents: All ages

Gender: Male or female

Applicable Population(s): Moderate mental retardation; severe or profound mental retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: The Kuder-Richardson 21 formula was used to compute internal consistency; the mean across all scales was .92.

Inter-rater: Inter-rater reliability data were obtained from two studies. In the first study, percent agreement ranged from .68 to .90 and from .68 to .87, respectively for data obtained from informant and through direct observation of 59 individuals with developmental disabilities. In the second, percent agreement ranged from .82 to .90 for direct observation as compared to teacher and parent informants and teacher informants compared to parent informants, for five preschool children with disabilities along 12 scales.

Test-retest: Stability coefficients were computed for clients from four different age groups and testing intervals. Coefficients ranged from .58 for the Vocational area to .97 for the Fine Motor area, with a mean of .88 for all scales and age groups.

Validity:

Content: The reviewers indicated that the Pyramid Scales included important domains in sufficient quantity and were stated with sufficient specificity to be useful to consumers concerned about the adaptive behavior of individuals with disabilities.

Construct: The reviewers reported that the authors referred to scores of various groups of individuals in different settings, with different eligibility criteria, and different programming emphasis; however actual scores were not reported in the review.

Concurrent: The Pyramid Scales were compared with the Slossan Intelligence Test (SIT), the Uniform Performance Assessment System (UPAS), and the Adaptive Behavior Scales. The mean correlation coefficient was .42 for the SIT, .76 to .87 for the UPAS, and .13 to .90 for the ABS.

Comments: Carpenter and Bacon indicated that the interpretation of scores must relate to the goals of a particular program and that the user must realize interpretation is dependent on a thorough understanding of adaptive behavior assessment and the particular scoring procedures used with the Pyramid Scales.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Highly recommended

Comments: Carpenter and Bacon reported that the Pyramid Scales appear to be carefully developed and should be useful as an aid to programming for individuals with disabilities by indicating relative strengths and weaknesses in adaptive behavior. In addition, they reported that the scales are effective for summarizing and communicating information about a student and, as a starting point, for setting major educational goals.

Quality of Life Questionnaire (QLQ)

GENERAL INFORMATION

Publisher: Multi-Health Systems, Inc.

Date of Publication: 1989

Author: David R. Evans and Wendy E. Cope

Review Information:

Gary B. Seltzer, Associate Professor of Social Work, University of Wisconsin-Madison, Madison, WI; Richard B. Stuart, Clinical Professor of Psychiatry, University of Washington School of Medicine, Seattle, WA.

Seltzer, G. B., & Stuart, R. B. (1992). Review of Quality of Life Questionnaire. In J. J. Kromer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 733-735). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $32 per complete kit including 25 Quikscore forms and manual; $16 per 25 QuikScore forms; $18 per manual

Administration Time: 30 minutes

Assessment Description: The QLQ consists of 192 true and false items addressing respondents' evaluations of the quality of their lives from varied perspectives.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The interpreter must be qualified in the standards of test and measurement and should be able to develop useful clinical or research protocols about respondents.

Recommended Uses: The QLQ is developed to assess the quality of an individual's life across a broad range of specific areas.

Focus of Assessment: Vocational skills or aptitudes; social skills; lifestyle or consumer satisfaction; daily living and other survival skills.

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 18 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson 21 coefficients ranged from .61 for Physical Well-Being to .98 for Parent-Child Relations.

Test-retest: Reliability coefficients ranged from .77 to .89 for six of the content scales and the total Quality of Life score.

Validity:

Content: Items were chosen for inclusion in the QLQ if they: were selected by more than 15%, but fewer than 85% of the sample; were not too highly correlated with social desirability; had acceptable infrequent scores; were not too highly correlated with items selected for other scales; and had an efficiency index greater than zero.

Norming Information: The norming sample was 61% female, 70% were married, and 39% had a college diploma or university degree. Items were submitted to 298 subjects randomly selected in London, Ontario, Canada.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Independent living; Community participation.

Reviewer Recommendation: Recommended

Comments: Seltzer reported that the QLQ can be used with confidence when an ecological approach to overall life quality is the target of inquiry. Stuart reported that the QLQ may be a unifactorial measure since the responses to subscales appear to overlap.

Reading/Everyday Activities In Life (R/EAL)

GENERAL INFORMATION

Publisher: Westward Press, Inc.

Date of Publication: 1977-78

Author: Marilyn Lichtman

Review Information:

Priscilla A. Drum, Ph.D., Professor of Educational Psychology, Graduate School of Education, University of California - Santa Barbara, Santa Barbara, CA; Carol N. Dixon, Ph.D., Lecturer and Director of the Reading Clinic, Graduate School of Education, University of California - Santa Barbara, Santa Barbara, CA.

Drum, P. A., & Dixon, C. N. (1988). Review of Reading/Everyday Activities in Life. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 466-472). Kansas City, MO: Test Corporation of America.

Assessment Description: The R/EAL is subdivided into nine categories: Signs and labels; Schedules and tables; Sets of Directions for Doing Something; High Interest, Factual Articles; Illustrated Advertisements; Legal Documents; Maps; Print Advertisements; and Fill-in-the-Blank Forms. Five questions are developed for each of the 9 types of materials for a total of 45 questions in Form A.

Assessment Format: Individual or Group

Assessment Type: Norm reference; Criterion-reference

Examiner: No restrictions

Comments: The reviewers indicated that the R/EAL does not require a trained examiner for effective administration.

Skills or Materials Required: The R/EAL includes a manual and two forms, A and B; only form A was reviewed.

Recommended Uses: The R/EAL is used with adults in basic educational settings (e.g., community college or adult literacy essential skills programs, or vocational counseling or training programs) to determine whether examinees can read well enough to protect themselves and their families and to function in daily life.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American; Hispanic

Age Equivalents: Adolescent thru adult

Gender: Male or female

Applicable Population(s): Specific learning disability

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson 20 was .93, based on a single sample of 434 subjects aged 16 to 21 (169 males, 265 females).

Comments: The reviewers indicated that the absence of test-retest information was a major omission because the Job Corps training pilot would have allowed for collection of such.

Validity:

Content: The reviewers indicated that the R/EAL confirms content validity, however, no procedures were described.

Construct: The reviewers indicated that the author reported that identification of the construct of functional literacy was difficult because little agreement exists on the definition of this ability.

Norming Information: The norming sample consisted of Blacks, Spanish-surnamed, and rural Whites from a residential manpower training program, however, no breakdown on ethnicity populations was provided. The norm sample had an average of nine years of schooling and a reading grade equivalent on the Stanford Achievement Test of 5.2. The mean raw score for the group was 28.09 with a standard deviation of 10.36 and standard error of measurement of 2.75.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living

Reviewer Recommendation: Not recommended

Comments: Drum and Dixon reported that a functional literacy test would be a useful addition to the testing literature, however, such tests must illustrate more content validity than the R/EAL, and they must meet current testing reliability standards.

Reading-Free Vocational Interest Inventory-Revised (R-FVII)

GENERAL INFORMATION

Publisher: Elbern Publications

Date of Publication: 1981

Author: Ralph L. Becker

Review Information:

Raymond H. Holden, Ph.D., Professor of Psychology, Rhode Island College, Providence, RI.

Holden, R. H. (1988). Review of Reading-Free Vocational Interest Inventory-R. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 356-359). Austin, TX: PRO-ED.

Administration Time: 45 minutes

Assessment Description: The R-FVII is described as a nonreading vocational preference test. Pictorial illustrations with occupational meaning are presented for selection in forced-choice format. Responses do not require verbal symbols or written statement.

Assessment Format: Individual or Group

Assessment Type: Self-Administered

Examiner: Restrictions

Comments: The examiner is required to complete an advanced testing course at an accredited university as defined by test standards of the APA.

Skills or Materials Required: The materials include a consumable test booklet for hand-scoring, and an individual profile sheet.

Recommended Uses: The R-FVII is a nonreading, vocational preference test for use with persons with mental retardation and learning disability.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 13 through adult

Gender: Male or female

Applicable Population(s): Mild mental retardation; moderate mental retardation; severe or profound mental retardation; specific learning disability.

TECHNICAL ASPECTS

Reliability:

Test-retest: Test-retest reliabilities over a two-week interval were predominately in the .70s and .80s and at levels of significance for all groups.

Validity:

Content: Holden indicated that content validity was assumed because various study teams agreed on classifications of the pictures in 11 occupational groups.

Concurrent: The R-FVII was compared to the Geist Picture Interest Inventory. Product moment correlations were significant at or beyond the .05 level for 36 of 45 correlations in the groups of males with mental retardation (N=154), and 38 of 45 correlations in the groups of females with mental retardation (N=148).

Comments: Holden indicated that occupational validity was studied by comparing the highest-scores of males and females with mental retardation and sheltered workshop clients in each of 11 occupational group. Scoring revealed that each group of workers scored highest on their own actual occupation.

Norming Information: The R-FVII was administered on a nationwide basis during the 1980-81 school year to samples of males and females with moderate mental retardation and learning disabilities in grades 7-12, and to samples of adults with mental retardation in sheltered workshops and vocational training centers. Public school norms were based on 2,132 males classified as EMR, 2,163 females with EMR, 2,034 males with learning disability, and 1,967 females with learning disabilities in 30 states. Adult norms were based on 1,121 males and 1,106 females from 36 sheltered workshops in 17 states.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Holden indicated that the R-FVII is useful with adolescents and young adults who have limited ability to read; however, he recommended further studies regarding predictive validity .

Reynolds Adolescent Depression Scale (RADS)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1987

Author: William M. Reynolds

Review Information:

Ellis D. Evans, Ed.D., Professor of Educational Psychology, University of Washington, Seattle, WA.

Evans, E. D. (1988). Review of Reynolds Adolescent Depression Scale, In Daniel J. Keyser and Richard C. Sweetland (Eds.), Test Critiques, Volume VII (pp 485-495). Kansas City, MO: Test Corporation of America.

Cost: Not specified

Administration Time: 5-10 minutes

Assessment Description: The RADS is a paper-and-pencil, self-report measure that consists of 30 items. The items are brief declarative sentences that describe various feelings.

Assessment Format: Individual or Group

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The RADS is used to assess severity of depression and as an outcome measure of treatment for depression.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American

Age Equivalents: 13-18 yrs.

Grade Equivalent: 7-12

Gender: Male or female

Applicable Population(s): Mild mental retardation; Behavior disordered

TECHNICAL ASPECTS

Reliability:

Internal consistency: High coefficients for grade level were reported, ranging from .89 to .93, with a total sample alpha of .93. Split-half reliability coefficient for the total sample (corrected for attenuation) was .91.

Inter-rater: Evans reported that the mean RADS scores for three studies changed very little across the two administrations for each group and were similar to the standardization sample means; however, correlations were not reported.

Test-retest: Three studies were conducted with time intervals of 6 weeks, 3 months and 1 year, with stability coefficients of .80, .79, and .63, respectively.

Comments: Evans reported that all reliability studies conducted by Reynolds have resulted in internal consistency estimates from computations of Cronbach's alpha.

Validity:

Content: Content validity rested upon two classes of evidence: (a) the degree of fit between item content with depressive symptomatology and (b) item-total scale correlations. Item-total scale correlations ranged from .16 to .69, with a majority falling in the .50s and .60s range and a median correlation of .53 for the total standardization sample.

Construct: Four types of evidence were offered for construct validity: (a) the relationship of the RADS to other self-report measures of depression and related constructs, (b) correlations of RADS scores to potential confounding variables, (c) inferences from the factor analysis of RADS scores, and (d) clinical efficacy data.

Concurrent: A score correlation of .83 ($p<.001$) resulted between RADS and a 17-item version of the Hamilton Rating Scale.

Predictive: RADS scores were correlated negatively with self-esteem across several studies (-.65 to -.75) and positively with anxiety (.73 to .80).

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Highly recommended

Comments: Evans reported that the RADS is an encouraging measure for studies of adolescent depression. He indicated that potential users will find an unusually well-written and detailed professional manual from which to base their decisions.

Ross Information Processing Assessment (RIPA)

GENERAL INFORMATION

Publisher: Pro-Ed

Date of Publication: 1986

Author: Deborah G. Ross

Review Information:

Michael D. Franzen, Ph.D., Associate Professor of Behavioral Medicine and Psychiatry, West Virginia University School of Medicine, Morgantown, WV.

Franzen, M. D. (1988). Review of Ross Information Processing Assessment. In D.J. Keyser and R.C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 496-498). Kansas City, MO: Test Corporation of America.

Assessment Description: The RIPA is divided into ten subtests: Immediate Memory, Recent Memory, Temporal Orientation-Recent Memory, Spatial Orientation, Orientation to Environment, Recall of General Information, Problem Solving and Abstract Reasoning, Organization, Auditory Processing and Retention. The numerical scoring system for each item was set on a scale of 0 to 3 (0=unintelligible or no response and 3=correct response).

Assessment Format: Individual

Assessment Type: Questionnaire

Examiner: Restrictions

Comments: The review does not specify examiner qualifications, although it appeared that a professional, knowledgeable of patients with a head injury, should administer the test.

Recommended Uses: The RIPA is used to identify and quantify information processing deficits, to determine the specific area of information processing breakdown, to record associated qualitative behaviors through the use of the diacritical scores, and to document progress in recovery.

Focus of Assessment: Neuropsychological and related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 15-77 years

Gender: Male or female

Applicable Population(s): Traumatic brain injury

TECHNICAL ASPECTS

Reliability:

Test-retest: Franzen reported a study that included 38 clinical subjects with injuries ranging from four to six weeks. A repeated measures analysis of variance indicated a significant interaction between the subtests and the trials; no correlations were reported.

Validity:

Comments: Franzen indicated that no validity studies were reported for the RIPA.

Norming Information: The RIPA was normed on 100 normal adults between the ages of 16 and 57 years were as blue-color workers or professionals. Most had completed high school; some had completed college. A total of 102 clinical subjects with either closed head injury or right hemisphere lesions were given the RIPA; they ranged in age from 15 to 77.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Community participation

Reviewer Recommendation: Not recommended

General Comments: Franzen suggested that the instrument would benefit from a more rigorous evaluation of its psychometric properties.

Scales of Independent Behavior (SIB)

GENERAL INFORMATION

Publisher: DLM Teaching Resources

Date of Publication: 1984-85

Author: Bruininks, Woodcock, Weatherman and Hill

Review Information:

Boonie W. Camp, Professor of Pediatrics and Psychiatry, University of Colorado School of Medicine, Denver, CO; Louis J. Heifetz, Professor of Special Education, School of Education, Syracuse University, Syracuse, NY.

Camp, B. W., & Heifetz, L. J. (1989). Review of Scales of Independent Behavior. In J. C. Conoley & J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 712-718). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $110 per complete program including easel-style testbook, examiner's manual, and 25 response booklets; $20 per 25 response booklets; $18 per technical manual; $109 per microcomputer scoring program.

Administration Time: 60 minutes

Assessment Description: The SIB contains 226 items of adaptive behavior arranged into 14 subscales (domains). These subscales can be grouped into four nonoverlapping clusters: Motor Skills, Social Interaction and Communication Skills, Personal Living Skills, and Community Living Skills. The SIB also yields an overall index of Broad Independence (Full-Scale), encompassing all 14 subscales.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Comments: The SIB is completed during a semistructured interview with a respondent (e.g., teacher, parent, case-worker) who is thoroughly familiar with the person being assessed.

Recommended Uses: The SIB is designed to (a) identify individuals who lack adaptive functioning independence; (b) help set goals for individualized education; (c) aid in selection and placement of individuals in free and specialized education or training; and (d) assess pre/post effects of intervention as part of individual case management, program evaluation, or formal research.

Focus of Assessment: Adaptive behavior; affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - Not specified

Age Equivalents: Infants through adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Camp indicated that the authors reported split-half (odd vs. even items) correlations with Spearman-Brown corrections. At the level of subscale scores of adaptive behavior, internal consistency was sporadically adequate, however correlations were not reported in the review.

Test-retest: Camp reported that adequate evidence of SIB scores stability were not provided and that test-retest samples were small and narrow with low reliabilities.

Comments: Camp reported that the authors contended that low reliabilities reflected "floor" effects in groups of younger children or "ceiling" effects in older groups.

Validity:

Concurrent: Scores on broad independence and the adaptive behavior clusters were correlated with factor scores from the AAMD Adaptive Behavior Scale (school edition) in two samples. The Quay-Peterson scales revealed no correlations and the AAMD revealed correlations ranging from .45 to .87.

Norming Information: SIB norms were organized by age. The norms were comparable to the Broad Cognitive Ability measure of the Woodcock-Johnson Psycho-Educational Battery.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living

Reviewer Recommendation: Recommended

Comments: Camp indicated that positive aspects of SIB included the development and norming process, but that problems with validity and reliability required attention. Camp also stated that the SIB is one of the better indirect-report measures of adaptive behavior. Heifetz suggested that this instrument compares favorably to the 1984 revision of the Vineland.

Self-Motivated Career Planning (S-MCP)

GENERAL INFORMATION

Publisher: Institute for Personality and Ability Testing, Inc.

Date of Publication: 1949-84

Author: Verne Walker and Melvin Wallace

Review Information:

> Larry Cochran, Professor of Counseling Psychology, The University of British Columbia, Vancouver, BC, Canada; Samuel Juni, Professor of Applied Psychology, New York University, New York, NY.
>
> Cochran, L., & Juni, S. (1992). Review of Self-Motivated Career Planning. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 809-810). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $32.25 per complete kit including instruction manual, Personal Career Development Profile manual, and scoring service by the Publisher.

Administration Time: 50-120 minutes

Assessment Description: The S-MCP is a workbook intended to guide a person through four major steps: developing an understanding of oneself in relation to occupations, making a career plan, putting a plan into action, and reviewing career progress. The workbook includes paper-and-pencil exercises, the Sixteen Personality Factor Questionnaire, recommendations, and detailed instructions.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

> Comments: A career counselor administers the S-MCP.

Recommended Uses: The S-MCP is used to help the individual develop vocational objectives through self-administered exercises.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

> Primary ethnic group - Not specified
>
> Groups included - Not specified

Age Equivalents: High School, College, and Adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability: No information was reported in the review.

Validity: No information was reported in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Not recommended

Comments: Cochran reported that the most basic kind of evidence that would allow one to recommend the S-MCP is lacking.

Skills Assessment Module (SAM)

GENERAL INFORMATION

Publisher: Piney Mountain Press, Inc.

Date of Publication: 1985

Author: Michele Rosinek

Review Information:

Jean Powell Kirnan, Assistant Professor of Psychology, Trenton State College, Trenton, NJ; William L. Layton, Professor of Psychology, Iowa State University, Ames, IA.

Kirnan, J. P., & Layton, W. L. (1992). Review of Skills Assessment Module. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 831-834). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher

Administration Time: 90-150 minutes

Assessment Description: The SAM consists of 3 paper-and-pencil tests and 12 "hand-on modules." The SAM rates certain affective work behaviors, including: appearance, communication skills, endurance, follows rules and regulations, initiatives, interpersonal traits, reactions to assigned tasks and safety consciousness.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The SAM is used to assess a student's affective, cognitive, and manipulative strengths and weaknesses in relation to vocational skills required in various training programs within a school system.

Focus of Assessment: Affective behavior; vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 14-18

Gender: Male or female

Applicable Population(s): Mild mental retardation; Severe emotional disturbance; Specific learning disability.

TECHNICAL ASPECTS

Reliability:

Test-retest: Test-retest reliability with an interval of 3-5 days was reported for 11 skills using time scores. Coefficients ranged from .80 to .95.

Comments: The reviewers reported that the evidence of reliability was inadequate for substantiating claims of the author and publisher.

Validity:

Content: Content validity was evaluated by participating instructors' determination of the relationship of the 24 traits to their specific courses.

Concurrent: Reviewers indicated that the authors claimed criterion-related validity because grades and prevocational skills correlated with test scores.

Comments: No data were presented for the validity of the three paper and pencil tests in the SAM context. The reviewers reported that evidence of validity was inadequate for substantiating the claims made by the author and publisher.

Norming Information: Normative data for the hand-on-modules were presented for 112 average students, 121 students with handicaps, and 61 disadvantaged students. Data on the norming population did not include race.

All students for the sample were enrolled in Georgia schools. Socioeconomic data were presented as Urban, Suburban, and Rural, however, no rationale for the breakdown was given.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

Comments: Kirnan reported that the SAM could be further improved by refining the rating system used to describe work behaviors, providing a method that fully integrates all the test components, and editing the manual to clarify administration details. Layton reported that he could not recommend the use of the SAM until more research data become available.

Skills for Independent Living (SIL)

GENERAL INFORMATION

Publisher: CTB/McGraw-Hill

Date of Publication: 1981

Author: Larry K. Irvin, Andrew S. Halpern, and Jacqueline D. Becklund

Review Information:

Reece L. Peterson, Associate Professor of Special Education, University of Nebraska-Lincoln, Lincoln, NE.

Peterson, R. L. (1985). Review of Skills for Independent Living. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 1395-1396). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1984) $90 per resource kit; $9 per activity sheets; $12 per 20 individual objectives mastery records; $2.15 per continuous progress monitoring log; $4.25 per resource materials guide; $4.25 per teacher's manual; $12 per specimen set.

Assessment Description: The SIL is a curriculum and teaching guide for nine major life-skills domains and 37 major content areas within these domains. The domains include Social and Prevocational Informational Battery and Tests for Everyday Living. The test is comprised of life skills in nine areas: purchasing units, budgeting, banking, job search skills, job related behavior, home management, health care, hygiene and grooming, and functional signs.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Skills or Materials Required: The SIL provides curriculum materials.

Recommended Uses: The SIL is used to guide instruction in the nine life-skills areas.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: Secondary school students

Gender: Male or female

Applicable Population(s): Mild mental retardation; Moderate mental retardation

TECHNICAL ASPECTS

Reliability:

Comments: No data on reliability were reported.

Validity:

Comments: Peterson reported that the content outline appeared to have face validity relative to other programs, and that it appeared the SIL had not been systematically field-tested, as no reference was made to such testing in the manual.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living; Community participation

Reviewer Recommendation: Recommended

Comments: Peterson reported that the SIL represents a generally well constructed, well organized set of curriculum materials used in teaching skills related to independent living for secondary students with moderate mental retardation and for low-achieving students. Peterson also stated that the kit is structured to be maximally useful to teachers and designed to meet teachers needs.

Social and Prevocational Information Battery-Revised (SPIB-R)

GENERAL INFORMATION

Publisher: CTB Macmillan/McGraw-Hill

Date of Publication: 1975-86

Author: Andrew S. Halpern, Larry K. Irvin, and Arden W. Munkres

Review Information:

Terry Overton, Assistant Professor of Special Education, Longwood College, Farmville, VA; Terry A. Stinnett, Assistant Professor of Psychology, Eastern Illinois University, Charleston, IL.

Overton, T., & Stinnett, T. A. (1992). Review of Social and Prevocational Information Battery-Revised. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 834-840). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $34.25 per 20 hand-scorable testbooks and class record sheet; $8.50 per examiner's manual; $10.80 per specimen set including hand-scorable test booklet, class record sheet, and examiner's manual.

Administration Time: 20-30 minutes per test

Assessment Description: The SPIB consists of 277 items included in each of 9 tests. Each test contains from 26 to 36 items. Generally, testing is conducted in three sessions within a time period of one week. Most items are presented in a true and false format.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Comments: The SPIB can be administered easily by paraprofessionals.

Recommended Uses: The SPIB is used to assess knowledge of certain skills and competencies regarded as important for the community adjustment of students with mild mental retardation

Focus of Assessment: Expressive language; receptive language; vocational skills or aptitudes; daily living and other survival skills.

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - All others

Grade Equivalent: 7-12

Gender: Male or female

Applicable Population(s): Mild mental retardation

TECHNICAL ASPECTS

Reliability:

Internal consistency: KR-20 coefficients ranged from .65 to .82 for individual tests and .93 to .94 for the total battery.

Test-retest: Reliability coefficients ranged from .62 to .79 for individual tests and .91 to .94 for the total battery.

Comments: The reviewers reported that the internal consistency reliability tended to vary more at the junior high level whereas test-retest reliability tended to vary more at the senior high level.

Validity:

Concurrent: Reviewers reported that validity coefficients ranged from .56 to .86.

Predictive: A rating instrument designed by the test authors measured the performance on the original SPIB of 130 students who were receiving vocational rehabilitation a year after high school; however, predictive validity estimates were not reported in the review.

Norming Information: An equal number of 900 students was included in the junior high (grades 7, 8, 9) and senior high (grades 10, 11, 12) groups. Ages ranged from 14 to 20 years and the mean IQ reference group was 68. The reviewers indicated that no effort was made to include additional ethnic or geographical representation in the normative sample.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment; Independent living; Community participation

Reviewer Recommendation: Not recommended

Comments: Overton reported that the largest area of concern is the lack of new normative data on the revised SPIB and the small non-representative samples used to develop the original normative data. Stinnett reported that although there is a great need for this type of device, and there are no comparable tests, the SPIB-R cannot be recommended until updated data are collected, and reliability and validity are investigated further.

Social Skills for Severely Retarded Adults - An Inventory and Training Program

GENERAL INFORMATION

Publisher: Research Press

Date of Publication: 1980

Author: Sandra E. McClennen, Ronald R. Hockstra, and James E. Bryan

Review Information:

Joel Hundert, Sessional Instructor, Child Studies, Brock University, St. Catherines, Ontario, Canada.

Hundert, J. (1985). Review of Social Skills for Severely Retarded Adults - An Inventory and Training Program. In J. V. Mitchell, Jr. (Eds.), The Ninth Mental Measurements Yearbook (pp. 1411-1412) Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $46.95 per complete set

Assessment Description: The program consists of a Basic Social Skills Inventory designed to assess an individual's functioning on 10 scales; appropriate physical interaction, touching/manipulating objects, reacts to name, social smiling, eye contact, social interaction with trainer, traveling with trainer, group interaction, development of leisure skills, and waiting.

Assessment Format: Individual and group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Hundert indicated that a trained teacher or a nonprofessional who follows the Program is equally effective in increasing the social skills of adults with severe mental retardation.

Skills or Materials Required: The program requires one set of materials: 281 pages in a 3-ring binder, including instructions for administration, inventory, training program, and forms for record keeping.

Recommended Uses: The Inventory and Training Program is used to assist in the assessment and programming for adults and adolescents with severe and profound handicaps in the area of social skills.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adolescents and adults

Gender: Male or female

Applicable Population(s): Severe or profound mental retardation

TECHNICAL ASPECTS

Reliability:

Inter-rater: Hundert reported that inter-scorer reliability ranged from 80% to 100%.

Validity: No information was provided in the review.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living; Community participation

Reviewer Recommendation: Highly recommended

Comments: Hundert indicated that the Inventory and Training Program is a much needed and useful instrument for adults with severe mental retardation, despite the lack of information regarding the rationale for social skills selection.

Social Skills Inventory (SSI)

GENERAL INFORMATION

Publisher: Consulting Psychologist Press, Inc.

Date of Publication: 1989

Author: Ronald E. Riggio

Review Information:

Ronald C. Conger, Director of Clinical Training, Purdue University, West Lafayette, IN; Susan M. Sheridan, Assistant Professor of Educational Psychology, University of Utah, Salt Lake City, UT.

Conger, R. C., & Sheridan, S. M. (1992). Review of Social Skills Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 842-845). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $20 per 25 test booklets; $3 per scoring key; $25 per 50 answer sheets; $14 per manual; $17 per specimen set; scoring service offered by publisher.

Administration Time: 30-45 minutes

Assessment Description: The SSI is a 90-item self report inventory designed to measure social communication skills. The six scales tap three major areas: expressivity, sensitivity, and control. These areas are measured on two levels, emotional and social, which yield six domains.

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The SSI is used to assess basic social communication skills.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 14 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Reliability coefficients of the Emotional Expressivity and Emotional Sensitivity scales for males were .62 and .67, respectively, with a total range of .62 to .87. Although two samples of both men and women were tested, complete descriptive data were reported only on sample 1.

Test-retest: Reliability was based on a 2-week interval (N=40) and ranged from .81 to .96 for the individual scales; reliability of the total SSI was .94.

Validity:

Content: Conger reported that in terms of intercorrelations, most of the scales correlated positively with the total SSI score. Social Sensitivity, however, correlated extremely weak or not at all (r = .06 ,-.03 and .00). Reviewers indicated that the relationship among the component social skills should be positive, given that the possession of one skill should predispose one to possess other skills.

Concurrent: The Social Sensitivity Scale correlated most highly with Public Self-Consciousness (.58) and Social Anxiety (.37) whereas relationships with the Affective Communication Test (ACT) and Profile of Nonverbal Sensitivity were minimal.

Comments: Conger reported that stronger evidence of validity is needed.

Norming Information: Reviewers indicated that the normative group was limited. Descriptive statistics and cutoff scores for two samples of 453 and 199 college undergraduates were reported.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Recommended

Comments: Conger reported that the SSI appears to be a serious attempt to design a self-report measure of social competence. Sheridan reported that the SSI shows potential as a meaningful component in the assessment of social skills.

Social Styles Analysis

GENERAL INFORMATION

Publisher: Pfeiffer & Company International Publishers

Date of Publication: 1989

Author: Wilson Learning Corporation

Review Information:

C. Dale Carpenter, Professor of Special Education, Western Carolina University, Cullowhee, NC.

Carpenter, C. D. (1992). Review of Social Styles Analysis. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 845-846). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $25 per package for self analysis; $50 per package for other analysis

Assessment Description: The Social Styles Analysis consists of two editions: Social Styles Analysis/Self and Social Styles Analysis/Other. Each consists of a one-page survey form. On the self form, the subject rates 15 items on a scale of 1-7. The other form requires one who knows the subject to rate him or her on 30 items using a similar scale.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The Social Styles Analysis is constructed to identify a person's social style of presentation and interaction.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability: No information was provided in the review.

Validity:

Comments: The reviewer reported that the Social Styles Analysis lacked construct validity related to any theory.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary Education; Vocational Training; Integrated Employment; Independent Living; Community Participation.

Reviewer Recommendation: Not recommended

Comments: Carpenter indicates that the test cannot be recommended for the purposes described because the materials are inadequate and validity and reliability data are lacking.

Socio-Sexual Knowledge and Attitudes Test (SSKAT)

GENERAL INFORMATION

Publisher: Stoelting Company

Date of Publication: 1976-80

Author: Joel R. Wish, Katherine Riechtl McCombs, and Barbara Edmonson

Review Information:

Edward S. Herold, Associate Professor of Family Studies, University of Guelph, Guelph, Ontario, Canada.

Herold, E. S. (1985), Review of Socio Sexual Knowledge and Attitudes Test (SSKAT). In J. V. Mitchell, Jr. (Eds.), The Ninth Mental Measurements Yearbook (p. 1412). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $95 per complete set including 10 sets of record forms; $37 per 10 sets of record forms; $14 per manual

Administration Time: Two hours or more

Assessment Description: The SSKAT consists of 261 sex knowledge and sex attitude items covering 14 topic areas: anatomy terminology, menstruation, dating, marriage, intimacy, intercourse, pregnancy and childbirth, birth control, masturbation, homosexuality, venereal disease, alcohol and drugs, community risks and hazards, and terminology check.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Skills or Materials Required: The SSKAT requires a stimulus picture book, 10 sets of record forms, and a manual.

Recommended Uses: The SSKAT is used to determine the socio-sexual knowledge and attitudes of individuals with and without mental retardation.

Focus of Assessment: Daily living and other survival skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Survey of Functional Adaptive Behaviors (SFAB)

GENERAL INFORMATION

Publisher: McCarron-Dial Systems

Date of Publication: 1986

Author: Jack G. Dial, Carolyn Mezger, Theresa Massey, Steve Carter, and Lawrence T. McCarron

Review Information:

Steven W. Lee, Assistant Professor of Educational Psychology and Research, University of Kansas, Lawrence, KS; Steven J. Pfeiffer, Director, Institute of Clinical Training and Research, The Devon Foundation, Devon, PA.

Lee, S. W., & Pfeiffer, S. J. (1992). Review of Survey of Functional Adaptive Behaviors. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 900-902). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $24.50 per survey

Administration Time: Untimed

Assessment Description: The SFAB is a comprehensive rating scale that consists of 135 items clustered within four skill areas: Residential Living Skills, Daily Living Skills, Academic Skills, and Vocational Skills. The SFAB can be completed by case history, interview, or behavioral observation.

Assessment Format: Individual

Assessment Type: Norm Reference; interview; case history

Examiner: No restrictions

Skills or Materials Required: A twelve page protocol is provided for administration.

Recommended Uses: The SFAB is used to assess an individual's skill level of adaptive behavior.

Focus of Assessment: Adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Ages 18-42 for persons with developmental disabilities; of all ages for persons without disabilities.

Gender: Male or female

Applicable Population(s): Moderate mental retardation; Severe or profound mental retardation; Persons without disabilities.

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson reliability ranged from .53 to .83.

Test-retest: For attitudinal items, the mean test-retest item agreements for each subject area ranged from 76% to 91.5%. For knowledge items, the mean test-retest agreement for items in each subject area ranged from 78.2% to 89.7%.

Norming Information: The SSKAT was standardized on 100 males and females from an institutional population and 100 males and females from a community population.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living; Community participation

Reviewer Recommendation: Recommended

Comments: Herold indicated that the SSKAT is a worthwhile instrument and should be of considerable assistance in helping clinicians to determine the socio-sexual knowledge and attitudes of individuals with mental retardation.

Age Equivalents: 16 and over

Gender: Male or female

Applicable Population(s): Visual handicap; Traumatic brain injury; Nondisabled

TECHNICAL ASPECTS

Reliability:

Test-retest: Test-retest reliability was evaluated for 100 persons with neurological and visual disabilities over a 7-to-14 day period. Coefficients for the skill areas were reported in the high .80s to low .90s; .92 was reported for the Total Adaptive Behavior score.

Validity:

Concurrent: A study was reported with 52 adults with mental retardation. The SFAB correlated at r = .90 with Part I and r = .65 with Part II of the AAMD Adaptive Behavior Scale. The SFAB correlated .88 with one of eight assigned vocational program levels of independence (n = 372).

Norming Information: The reviewers indicated that the norming sample appeared appropriately stratified for both ethnicity and gender according to the U.S. population; however, the sampling procedure was not clearly specified and did not appear to be randomized. The normative sample included 567 adults ranging in age from 15 to 62. The mean I.Q. was 85 (SD = 17). Of the total, 245 had neurological damage, 322 were of average intelligence, 195 were visually impaired, 92 were nondisabled, and information on the remaining 35 was not provided.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Not recommended

General Comments: Lee reported that the SFAB is deficient as a normative measure of adaptive behavior. Pfeiffer reported that the SFAB does not meet minimal technical standards and will need restandardization and more extensive norming, rigorous reliability and validity studies, and a technical manual before it can be recommended as anything but a research tool.

The TARC Assessment System (TARC)

GENERAL INFORMATION

Publisher: PRO-ED, Inc.

Date of Publication: 1975

Author: Wayne Sailor and Bonnie Jean Mix

Review Information:

Steven W. Lee, Assistant Professor of Educational Psychology and Research, University of Kansas, Lawrence, KS; Pat Mirenda, Associate Professor of Special Education and Communication Disorders, University of Nebraska-Lincoln, Lincoln, NE.

Lee, S. W., & Mirenda, P. (1982). Review of the TARC Assessment System. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 912-914). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $16 per complete kit including 10 assessment sheets and manual; $13 per 10 assessment sheets; $5 per manual.

Assessment Description: The TARC consists of inventories that provide an estimate of current skills in various domains. The items are grouped into subsections that are subsumed under the Self-Help, Motor, Communication, and Social Skill areas.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The TARC provides a short-form behavioral assessment of the capabilities of children with mental retardation or severe handicaps on a number of skills related to education.

Focus of Assessment: Affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 3-16

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Inter-rater: Inter-rated reliability was assessed in a study of 66 children with severe handicaps. Correlations were reported as follows: Self-Help, .59; Motor, .63; Communication, .77; Social, .78; and Total scale .85.

Test-retest: Reliability coefficients for the above mentioned scales exceeded .80 over a 6-month time span.

Validity:

Comments: Mirenda indicated that validity of the TARC as an assessment instrument was questionable, and it should not be used as a substitute for a comprehensive educational assessment in a variety of functional, relevant life skill domains.

Norming Information: The norms consisted of 283 children with severe handicaps, between the ages of 3 and 16. The group was not subdivided by age, gender, handicap or IQ. The reviewers indicated that the geographic location from which the sample was drawn was not reported, although presumably it was drawn from the Kansas area.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational Training

Reviewer Recommendation: Recommended

General Comments: Lee reported that the TARC is quite limited as a normative measure of adaptive behavior. Mirenda reported that the TARC is seriously deficient in the size and description of the standardization sample used but otherwise appears to be moderately reliable.

Temperament and Values Inventory (TVI)

GENERAL INFORMATION

Publisher: NCS Interpretive Scoring Systems

Date of Publication: 1976-77

Author: Charles B. Johansson and Patricia L. Webber

Review Information:

Kenneth G. Wheeler, Associate Professor of Human Resources, Department of Management, University of Texas at Arlington, TX; Marvin Zuckerman, Professor of Psychology, University of Delaware, Newark, DE.

Wheeler, K. G., & Zuckerman, M. (1985). Review of Temperament and Values Inventory. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 1534-1537). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $ .25 per test; $8 per manual; NCS interpretive report (a 10-page computer printout analyzing temperament and value scores), $10 or less per test; NCS profile report, $4.25 or less per test; $14.25 per specimen set.

Administration Time: 20-30 minutes

Assessment Description: The TVI consists of 230 items in 2 sections. The first section consists of 133 true-false items divided into 7 temperament scales: Routine-Flexible, Quiet-Active, Attentive-Distractable, Serious-Cheerful, Consistent-Changeable, Reserved-Sociable, and Reticent-Persuasive. The second section features 97 Likert-style items divided into 7 values scales: Social Recognition, Managerial/Scales Benefits, Leadership, Social Service, Task Specificity, Philosophical Curiosity, Work Independence.

Assessment Format: Individual and group

Assessment Type: Criterion-referenced

Examiner: Restrictions

Comments: The TVI is used by guidance counselors.

Skills or Materials Required: The TVI requires one form and a manual.

Recommended Uses: The TVI is used to measure work-related dimensions of temperament and reward values.

Focus of Assessment: Vocational skills or aptitudes; personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: 9 and over

Gender: Male or female

Applicable Population(s): High school students and adults

TECHNICAL ASPECTS

Reliability:

Internal consistency: Wheeler indicated that the empirical approach to scale development placed emphasis on internal consistency and minimal item overlap. Zuckerman indicated that scales were constructed by selecting items for homogeneity and scale discriminability. Internal reliabilities exceeded .80 for most scales.

Test-retest: Test-retest reliabilities ranged from .79 to .93 with a median of .88 using one-and two-week intervals with samples of 41 and 27, respectively.

Validity:

Content: Zuckerman indicated that content validity was claimed on the basis of internal reliabilities. However, Zuckerman reported that homogeneity within scales was not content validity.

Construct: Construct validity was suggested by the ability of the scales to differentiate between individuals in different occupations.

Concurrent: The TVI was compared to the Strong-Campbell Interest Inventory based on a sample of 123, the Career Assessment Inventory based on a sample of 197, and the Self-Description Inventory based on a sample of 320. Correlations were not included in the review.

Norming Information: The TVI was normed on 6 separate samples: 272 females and 179 males from 15 to 19 years old, 320 females and 214 males from 20 to 25, and 559 females and 488 males from 26 to 55.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

General Comments: Wheeler indicated that larger samples consisting of minority groups, and organized into narrower age categories, are needed.

Reviewer Recommendation: Recommended

General Comments: Wheeler reported that the TVI represents a carefully designed instrument that used an empirical approach and followed accepted techniques for scale development. Zuckerman reported that validity data were not sufficient to support the use of the TVI over instruments already on the market.

Tennessee Self-Concept Scale (Revised) (TSCS)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1964-88

Author: William H. Fitts and Gale H. Roid

Review Information:

Francis X. Archambault, Jr, Professor of Educational Psychology and Department Head, University of Connecticut, Storrs, CT; E. Thomas Dowd, Professor and Director of Counseling Psychology, Kent State University, Kent, OH.

Archambault, F. X., & Dowd, E. T. (1992). Review of Tennessee Self-Concept Scale-R. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 929-933). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $75 per complete Kit including 10 test booklets, 10 hand-scored answer-profile sheets, and manual; $21 per 10 test booklets; $14.50 per set of scoring keys; $12.50 per 25 hand-scored answer-profile sheets; $27.50 per manual; $8.50 per supplemental monograph; scoring service, $8.90 per examinee.

Administration Time: 10-20 minutes

Assessment Description: The TSCS contains 90 Likert-scale items designed to measure three internal dimensions (Identity, Self-Satisfaction, and Behavior) and five external dimensions (Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self) of self-concept. An additional 10 items measured self-criticism--a lie scale, patterned after the Minnesota Multiphasic Personality Inventory (MMPI).

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The TSCS should be administered by a counselor.

Recommended Uses: The TSCS is used to measure self-concept.

Focus of Assessment: Personality

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 12 and over

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients were .70 or better for an adolescent sample and .80 or better for an adult sample.

Test-retest: Reliabilities for the subscale scores were reported to be between .80 and .91 for the three internal and five external dimensions, around .90 for the empirically derived scales, and around .70 or better for the remaining scales.

Validity:

Concurrent: Correlations between the TSCS total score and the Piers-Harris Children's Self-Concept Scale ranged between .51 and .80. Correlations with the Coopersmith Self-Esteem Inventory were .64 in one study and .75 in another.

Comments: Dowd reported that validity information was extensive, including construct, criterion, and content validity derived from intervention studies. However, information on content and construct validity was not reported in the review.

Norming Information: The reviewers reported that the adult norm group over represented college students, persons under 30 years of age, and Whites. New normative data included no 12- or 13-year olds and only one 14-year old, and was not representative of adolescents in the population in terms of either SES or ethnicity.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

General Comments: Archambault reported that the TSCS should be given careful consideration by anyone interested in assessing self-concept. Dowd reported that despite several defects, the TSCS is a comprehensive instrument that may provide a multifaceted look at an individual's self-concept.

Test of English Proficiency Level (TEPL)

GENERAL INFORMATION

Publisher: The Alemany Press

Date of Publication: 1985

Author: George Rathmell

Review Information:

Alan Garfinkel, Associate Professor of Spanish and Foreign Language Education, Purdue University, West Lafayette, IN; Maurice Tatsuoka, Professor Emeritus of Psychology, University of Illinois at Urbana-Champaign, Champaign, IL.

Garfinkel, A., & Tatsuoka, M. (1992). Review of Tests of English Proficiency Level. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 953-955) Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $49.95 per complete set including test booklet blackline masters, student answer sheet blackline masters, Scantron scoring key, hand-scored scoring key, and manual; $7.50 per 50 Scantron answer forms.

Administration Time: Oral section, 5-20 minutes; Written section, 60-70 minutes.

Assessment Description: The TEPL measures a full range of language skills, including oral proficiency, the ability to identify correct structures in sentences, reading comprehension, and the ability to communicate in written English. The Oral section consists of five sets of six questions each arranged in increasing order of difficulty. The written section contains five open-ended questions that require writing sentences or paragraphs about specified topics, interspersed among 88 multiple-choice questions that alternatively test for structure-identification and reading comprehension.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Recommended Uses: The TEPL is used to determine a student's instructional level for placement in an English as a second language program.

Focus of Assessment: Expressive language; receptive language.

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Secondary students and adults.

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Comments: Tatsuoka indicated that the author reports a reliability coefficient, although details were not reported in the review.

Validity:

Content: Garfinkel reported that well-known measures of readibility and comparisons with other tests were used in preparing the TEPL. The TEPL was associated with well-known English as a second language practitioners and by a firm known for excellence in the ESL field.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; integrated employment; postsecondary education

Reviewer Recommendation: Recommended

General Comments: Garfinkel applauded the ongoing efforts to provide new information on reliability and validity while recommending the test for widespread use in making English as a second language placement decisions. Tatsuoka reported a paucity of technical information provided about the test, however, he rated the test high for overall clarity of instructions, completeness, and face validity.

Tests of Written Language-2

GENERAL INFORMATION

Publisher: PRO-ED, Inc.

Date of Publication: 1978-88

Author: Donald D. Hammill and Stephen C. Larsen

Review Information:

Stephen L. Benton, Associate Professor of Educational Psychology, Kansas State University, Manhattan, KS. Joseph M. Ryan, Associate Professor of Education, University of South Carolina, Columbia, SC.

Benton, S. L., & Ryan, J. M. (1992). Tests of Written Language. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 979-982). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $97.00 per complete set including 25 response booklets A, 25 response booklets B, 50 scoring forms, and manual ('88, 158 pages); $27 per 25 A or B response booklets; $23 per 50 scoring forms; $24 per manual; $69 per Apple or IBM Pro-Score System.

Administration Time: 90-120 minutes

Assessment Description: The TOWL-2 contains 10 subtests categorized along two dimensions: components of writing and testing formats. Each subtest assesses one of three writing components: conventional, linguistic, and conceptual. Subtests have either direct or indirect formats. Five indirect subtests form a Contrived Writing quotient and the five direct subtests form a Spontaneous Writing quotient. The 10 subtests are used to produce an Overall Written Language quotient.

Assessment Format: Individual or group

Assessment Type: Norm-reference

Examiner: Not specified

Skills or Materials Required: Manual, profile

Recommended Uses: The TOWL-2 is used to identify students who perform significantly more poorly than their peers in written expression and who as a result need special help; to determine a student's particular strengths and weaknesses in various writing abilities; to document a student's progress in a special writing program; and to conduct research in writing.

Focus of Assessment: Expressive language, Receptive language

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group: Not specified

Age Equivalents: 0-14 years; 14-Adult

Gender: Male or female

Applicable Population(s): Deaf; Orthopedic impairment; Hearing impairment; Specific learning disability; Severe emotional disturbance; Other health impairment; Traumatic brain injury

TECHNICAL ASPECTS

Reliability:

Inter-rater: Benton reported that Percent Agreement on 20 TOWL-2 protocols ranged from .91 to .99. Interscorer reliability ranged from .59 to .99 with an overall Written Language quotient equal to .90.

Test-Retest: Benton reported that the correlation for an alternative forms study conducted with 77 students in grades 1-7 ranged from .61 to .90.

Validity:

Construct: Benton reported that correlations between the ages of the 2,216 students in the standardization sample and their subtest scores ranged from .36 to .74; and correlations ranged from .39 to .77 between subtest scores and grade level.

Concurrent: Benton reported that correlations ranged from .49 to .70 using a sample of 68 students who took the SRA Achievement Series and the TOWL-2.

Norming Information: Ryan reported that the norm sample included 2,216 nonrandomly selected students who ranged in age from 7 to 17 and based on percentages of students in various demographic categories such as gender, geographic region, etc.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; vocational training

Reviewer Recommendation: Recommended

General Comments: Benton reported that the TOWL-2 is a valid and reliable measure of writing ability if an individual has 1 1/2 to 2 hours available to administer the test. Ryan reported that potential users of the TOWL-2 should evaluate it relative to their testing needs and bear in mind the limitations regarding norms and information about reliability and validity.

Transition Competence Battery (TCB)

GENERAL INFORMATION

Publisher: John Reiman and Michael Bullis

Date of Publication: 1990

Author: John Reiman and Michael Bullis

Review Information: Not formally reviewed.

Administration Time: See below under subtests

Assessment Description: The TCB consists of three employment subtests and three independent living subtests: Job Seeking Skills for Employment (48:13, 33 items); Work Adjustment Skills for Employment (39:48, 31 items); Job Related Social/Interpersonal Skills for Employment (33:35, 26 items); Money Management Skills for Independent Living (32:27, 20 items); Health and Home Skills for Independent Living (38:34, 29 items); and Community Awareness Skills for Independent Living (33:12, 24 items).

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Examiner: No restrictions

Skills or Materials Required: The videotaped signed version of the TCB should be presented in Pidgin Signed English (PSE). Materials required for the TCB include a videotape, test booklet, and test manual.

Recommended Uses: The TCB is used to assess the transition skills (employment and independent living skills) for adolescents and young adults who are deaf.

Focus of Assessment: Vocational skills or aptitudes; daily living and other survival skills.

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 14-25

Gender: Male or female

Applicable Population(s): Deaf

TECHNICAL ASPECTS

Reliability:

Internal consistency: Alpha coefficients were reported as follows: .86 for Job Seeking Skills, .86 for Work Adjustment Skills, .86 for Job Related Social and Interpersonal Skills, .67 for Money Management Skills, .78 for Health and Home Skills; and .80 for Community Awareness Skills.

Test-retest: Reliability was reported at .90 for Job Seeking Skills, .83 for Work Adjustment Skills, .85 for Job Related Social and Interpersonal Skills, .61 for Money Management Skills, .77 for Health and Home Skills, and .84 for Community Awareness Skills.

Comments: Sixteen persons who were deaf, representing mainstream and community college programs, were involved in a test-retest study of the employment subtests. Of these, 9 were male and 13 were deafened pre-lingually; the mean age was 20.4. Twenty-eight students from residential school programs participated in the test-retest study of independent living. Of these, 15 were male and 25 were deafened pre-lingually; the mean age was 17.3.

Validity:

Content: Extensive procedures were used to develop a content matrix across the employment and independent living domains, and to generate content-relevant test items.

Construct: Two studies addressed construct validity. First, 13 deaf undergraduate students were recruited to participate and were administered all of the TCB subtests. A comparison study of 13 residential and 13 mainstream subjects were selected randomly from the standardization sample. Results revealed highly statistical significant differences favoring the college students performance. Intercorrelations of the TCB subtests and pertinent demographic variables for the group of subjests (n = 158) who took the entire test battery were calculated. Statistically significant, but weak correlations (in the .20 range) were exhibited among gender, type of school program (mainstream vs. residential), age, and subtest performance.

Norming Information: Between 181 to 230 subjects participated in the field testing of the TCB. The majority were males (56% to 58%), from residential schools (53% to 74%), were deafened pre-lingually (79% to 84%), were between 18 to 19 years old (means 18.69 to 19.07), and read at around the third grade level. The TCB was field-tested in 14 sites across the country, representing urban and rural settings, as well as residential and mainstream programs.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Independent living; Community participation.

Not formally reviewed

United States Employment Service Interest Inventory (USES-II)

GENERAL INFORMATION

Publisher: Test Critiques, Volume III

Date of Publication: 1985

Author: U.S. Employment Service

Review Information:

Brian Bolton, Ph.D., Professor, Arkansas Rehabilitation Research and Training Center, University of Arkansas, Fayetteville, AR.

Bolton, B. (1988), Review of United States Employment Service Interest Inventory. In B. Bolton (Ed.), Special Education and Rehabilitation Testing: Current Practices and Test Reviews (pp. 389-397). Austin, TX: PRO-ED.

Assessment Description: The USES-II is a self-report instrument that measures the respondent's interests in 12 broad categories of occupational activity. The USES-II consists of 162 items of three types: job activity statements, occupational titles, and life experiences.

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The USES-II is administered by counselors or guidance personnel.

Skills or Materials Required: The USES-II requires skilled counselors.

Recommended Uses: The USES-II is used by counselors and guidance personnel working in institutional settings to assist youth and adults with occupational exploration and career development.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Groups included - African-American; Hispanic; Oriental or Pacific Islander; Native American including Eskimo or Aleut

Age Equivalents: 16 years and above

Gender: Male or female

Applicable Population(s): General adult population

TECHNICAL ASPECTS

Reliability:

Internal consistency: The median item-same scale correlations for the final interest scales were all in the .50s. The scale intercorrelations were typically in the .30s and .40s.

Test-retest: Coefficients ranged from .84 to .92 for the 12 scales.

Norming Information: The norming sample included Black, Hispanic, American Indian, and Oriental respondents and approximately equal numbers of males and females. The USES-II was administered to 6,530 persons, half of whom were high school seniors, trade school, or college students; and half who were out of school job applicants, employed workers, or adults in occupational training programs.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Recommended

General Comments: Bolton indicated that USES-II is the most thoroughly validated, multiaptitude test available and is directly linked with an occupational exploration system that encompasses all jobs in the U.S. economy.

Vital Checklist and Curriculum Guide (VCCG)

GENERAL INFORMATION

Publisher: Exceptional Children

Date of Publication: 1987

Author: Dennis E. Mithag, James E. Martin, and Donald L. Burger

Review Information:

Gregory J. Cizek, Assistant Professor of Educational Research and Measurement, University of Toledo, Toledo, OH.

Cizek, G. J. (1992). Review of Vital Checklist and Curriculum Guide. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 1003-1004). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: Available from publisher.

Assessment Description: The VCCG is a two-part instrument used to assess problem-solving and adaptability skills. It consists of 43 questions designed to elicit information in four areas: Decision Making Ability, Independence, Self-Evaluation Skills, and Adjustment Skills.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: No restrictions

Recommended Uses: The VCCG is used to evaluate "essential problem-solving and adaptability skills."

Focus of Assessment: Adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 15-adult

Gender: Male or female

Applicable Population(s): Mild mental retardation; Moderate mental retardation; Severe or profound mental retardation; Severe emotional disturbance; Specific learning disability students without disabilities.

TECHNICAL ASPECTS

Reliability:

Inter-rater: Three teachers and their aids rated 22 secondary students the mean interrater agreement was 92%.

Test-retest: To assess test-retest reliability, 241 elementary, secondary, and adult students in Colorado were tested at 4-week intervals. A mean reliability index of 74% was reported, although it was not indicated whether this index refered to diagnoses based on composite scores, an average of the four subtest scores, or ratings of the 43 skill statements.

Norming Information: The checklist was administered to 428 elementary and secondary school students in Colorado: 35 lower elementary students without disabilities, 73 students with behavior problems, 191 students with learning disabilities, and 129 students with mental retardation.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Not recommended

General Comments: Cizek reported that the VCCG is critically deficient in many essential areas of psychometric properties. Cizek reported also that the VCCG could possibly be used as a subjective check-off list of some needed adaptability skills.

Vocational Interest, Temperament and Aptitude System (VITAS)

GENERAL INFORMATION

Publisher: Vocational Research Institute

Date of Publication: 1979

Author: Jewish Employment and Vocational System

Review Information:

Dwight R. Kauppi, Ph.D., Assistant Professor and Director, Rehabilitation Counselor Program, Department of Counseling and Educational Psychology, State University of New York at Buffalo, NY.

Kauppi, D. R. (1988). Review of Vocational Interest, Temperatment and Aptitude System. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII (pp. 623-627). Kansas City, MO: Test Corporation of America.

Administration Time: Varies greatly, should be completed in 2.5 days.

Assessment Description: The VITAS uses 21 work samples to assess vocational interests, temperaments and aptitudes.

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: Examiners are required to train for one week at the Vocational Research Institute before they administer the VITAS.

Skills or Materials Required: The VITAS requires a commitment of space (25′ x 25′) and money ($10,000) for which the purchaser receives a set of durable work samples.

Recommended Uses: VITAS is designed for use with educationally and culturally disadvantaged clients, whose characteristics may not be reflected by commonly used vocational tests.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - Not specified

Age Equivalents: Median age of 25 years

Grade Equivalent: Mean grade level of 8.4

Gender: Male or female

Applicable Population(s): Educationally and culturally disadvantaged

TECHNICAL ASPECTS

Reliability:

Comments: No data related to reliability were reported.

Validity:

Comments: No data related to validity were reported.

Norming Information: The VITAS was normed on adults and on students in secondary education from three school systems. The adult sample was 63% female and 63% Caucasian. The median age was 25 years; 84% had a 12th grade education. The student sample was 68% male and 78% Caucasian. The mean grade level was 8.7; 67% were individuals with learning disabilities.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Comments: Kauppi reported that VITAS will be most useful where additional support services are available such as opportunities for vocational counseling, training and support.

Reviewer Recommendation: Recommended

General Comments: Kauppi reported that the VITAS should be used as part of a program of professional services, rather than as an only tool. He suggested that one advantage is that VITAS is part of the well-developed Jewish Employment and Vocational Service (JEVS) system. He indicated, however, that the assessment of interests and temperaments is largely clinical, there is a lack of standardization, and that reliability and validity are unknown.

Vocational Opinion Index (VOI)

GENERAL INFORMATION

Publisher: Arbor, Inc.

Date of Publication: 1973-1976

Author: Unknown

Review Information:

Bruce Shertzon, Professor of Education, Purdue University, West Lafayette, IN. Donald G. Zytowski, Counseling Psychologist and Professor of Psychology, Iowa State University, Ames, IA.

Shertzon, B., & Zytowski, D.G. (1985). Review of Vocational Opinion Index. In J.V. Mitchell, Jr. (Eds.), The Ninth Mental Measurements Yearbook (pp. 1679-1680). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1985) $.70 per test; $5 per set of manuals.

Administration Time: 20-45 minutes.

Assessment Description: The Vocational Opinion Index measures subjective attitudes of trainees toward work. The VOI includes three components of job realities: an attraction scale (14 items), the loss component (9 items), and the barrier factor (14 items). A remaining 55 items provide identifying or demographic data or serve as trial items. The VOI consists of two forms: Form A and Form B. Both forms have identical loss component items and are available in English and Spanish.

Assessment Format: Individual or Group

Assessment Type: Not specified

Examiner: No restrictions

Recommended Uses: The VOI is designed to assess attitudes toward work for use in preparing people for employment.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Cronbach's alpha was obtained for both the English and Spanish Form A and B. Based on responses by 534 subjects, Form A alphas were .82 for attraction, .76 for loss, and .86 for barrier. Based on reponses by 494 subjects, alphas for Form B were .79, .76, and .86 respectively. Alphas for Form A - Spanish were .76, .66, and .81, respectively (161 subjects), and for Form B - Spanish were .76, .66 and .81, respectively, (143 subjects).

Comments: Shertzon reported that all the internal consistency measures were sufficiently robust.

Validity:

Predictive: Shertzon reported that it is concluded that VOI had predicted correctly 230 out of 233 (99%) cases trainees included who were either classified as "workers", "questionable workers", "nonworker with predispositional problems" and "nonworker without predispositional problems".

Comments: Shertzon reported that factor analyzed data revealed that the attraction, loss, and barrier factors were separate and independent.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Recommended

General Comments: Shertzon indicated that the focus of--VOI attitudes and perceptions of work or job readiness--is an important variable that influences employability.

Vocational Preference Inventory (VPI)

GENERAL INFORMATION

Publisher: Psychological Assessment Resources, Inc.

Date of Publication: 1953 - 85

Author: John L. Holland

Review Information:

John W. Shepard, Associate Professor of Education, Counselor and Human Services Education, University of Toledo, Toledo, OH; Nicholas A. Vacc, Professor and Coordinator of Counselor Education, University of North Carolina, Greensboro, NC.

Shepard, J. W., & Vacc, N. A. (1988). Review of Vocational Preference Inventory (VPI). In J. C. Conoley and J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 881-883). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $6 per 25 reusable test booklets; $11 per 50 sets of answer sheets and profiles; $1.50 per score key; $9 per manual; $125 per computer version.

Administration Time: 15-30 minutes

Assessment Description: The VPI is a personality-interest inventory comprised of 160 occupational titles. The VPI consists of 11 scales: Realistic, Investigative, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity-Femininity, Status, Infrequency, and Acquiescence.

Assessment Format: Individual or Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The VPI is used by vocational counselors.

Skills or Materials Required: The VPI requires reusable test booklets, answer sheets, profiles, score key, and manual.

Recommended Uses: The VPI is used to assess personality and vocational interests.

Focus of Assessment: Vocational skills or aptitudes; career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: High school, college, and adults

Gender: Male or female

Applicable Population(s): High School, College Students, and Adults of normal intellect

TECHNICAL ASPECTS

Reliability:

Comments: Shepard indicated that the VPI does not contain up-to-date reliability studies.

Validity:

Comments: Shepard indicated that the VPI does not contain up-to-date validity studies.

Norming Information: Shepard indicated that the VPI contained no up-to-date norming information.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; Integrated employment

Reviewer Recommendation: Recommended

General Comments: Shepard suggested that the VPI is effective in providing information regarding work personality, style, and interests. Vacc indicated that the 1985 edition represented an improvement and recommended the instrument for career exploration. He indicated that advantages included the low cost and the minimal amount of time needed for administration and scoring.

Vocational Research Interest Inventory (VRII)

GENERAL INFORMATION

Publisher: Vocational Research Institute

Date of Publication: 1985

Author: Howard Dansky, Jeffry A. Harris, and Thomas W. Gannaway

Review Information:

Joseph G. Law, Jr., Associate Professor of Behavioral Studies, University of South Alabama, Mobile, AL.

Law, J. G., Jr. (1992). Review of Vocational Research Interest Inventory. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 1004-1005). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $17.25 or less per package including 25 test forms; $12.50 per specimen kit including 5 test forms and manual; $295 per Apple or IBM software package.

Administration Time: 15-20 minutes

Assessment Description: The VRII is a 162-item inventory designed to assess interest areas compatible with the Guide to Occupational Exploration (GOE). The VRII is a refinement of the computerized inventory (APTICOM).

Assessment Format: Group

Assessment Type: Criterion-reference

Examiner: Restrictions

Comments: The VRII should be administered by an employment counselor.

Recommended Uses: The VRII is used to provide information about the occupational interests of students and clients participating in vocational counseling, rehabilitation, and job training programs. The VRII uses the GOE system as a basis for occupational exploration.

Focus of Assessment: Career Interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Anglo or other European American

Groups included - African-American, Hispanic

Grade Equivalent: High school and adults

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: An Alpha coefficient for the 12 APTICOM areas was .86.

Test-retest: Correlations averaged around .83 for the 12 APTICOM areas.

Comments: The reviewer indicated that the manual reports on internal consistency and test-retest reliability for APTICOM; however, no evidence was reported for the VRII in the review.

Validity: The reviewer reported that limited validity data were available in the VRII manual.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Recommended

General Comments: Law reported that the VRII is a worthwhile instrument for use with minority individuals and clients with limited education.

Waksman Social Skills Rating Scale (WSSRS)

GENERAL INFORMATION

Publisher: ASIEP Education Company

Date of Publication: 1984

Author: Steven A. Waksman

Review Information:

Harold R. Keller, Associate Professor of Psychology and Education, Syracuse University, Syracuse, NY; Ellen McGinnis, Assistant Professor of Special Education, University of Wisconsin, Eau Claire, Eau Claire, WI.

Keller, H. R., & McGinnis, E. (1985). Review of Waskman Social Skills Rating Scale. In J. V. Mitchell, Jr. (Ed.), The Ninth Mental Measurements Yearbook (pp. 883, 886). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5.45 per 25 male/female rating forms; $21.95 per manual

Administration Time: Very quick

Assessment Description: WSSRS is a normative checklist with 21 items. It is designed for use by classroom teachers, counselors or child care workers who rate the items on a 4-point scale. The scale consists of 9 behavior descriptions which factor into an aggressive domain, and 12 descriptions that form a passive domain.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The WSSRS should be completed by classroom teachers, counselors or child care workers who have daily contact with the child or adolescent.

Skills or Materials Required: The WSSRS requires separate forms for males and females, and a manual.

Recommended Uses: The WSSRS is used to assist psychologists, educators, and other clinicians to identify specific and clinically important social skill deficits in children and adolecents.

Focus of Assessment: Social skills

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Kindergarten through high school

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency was reported at .92.

Test-retest: Test-retest ranged from .63 to .74.

Comments: Keller reported that the reliabilities were mixed, particularly for the passive domain.

Validity:

Comments: According to McGinnis, no studies of treatment validities were presented. Also, no infomation pertaining to the relationship between WSSRS ratings and independent measures of social skills was available.

Norming Information: The normative sample consisted of 331 students in kindergarten through high school, randomly selected from 10 schools in the metropolitan area of Portland, Oregon. The reviewers indicated that the normative sample was limited and unspecified, making it difficult for users to determine comparability to their own children and setting.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; integrated employment

Reviewer Recommendation: Not recommended

Comments: Keller reported that the normative sample was quite limited, reliability data were mixed, and validity data extremely limited. McGinnis reported that the scale does not address behaviors related to positive relationships with peers, and that those interested in using a social skills rating scale would be wise to look for alternatives.

Wechsler Memory Scale - Revised (WMS - R)

GENERAL INFORMATION

Publisher: The Psychological Corporation

Date of Publication: 1988

Author: David Wechsler

Review Information:

Raymond H. Holden, Ed.D., Chief Psychologist, Vocational Resources, Inc., Providence, RI.

Holden, R. H. (1988). Review of Wechsler Memory Scale - Revised. In D. J. Keyser and R. C. Sweetland (Eds.), Test Critiques, Volume VII, (pp. 633-638). Kansas City, MO: Test Corporation of America.

Cost: $189.00 for kit

Administration Time: 45-60 minutes; a short form can be administered if time is limited, which is estimated to take approximately 30 minutes.

Assessment Description: The Wechsler Memory Scale - Revised is an individually administered clinical instrument used to appraise major dimensions of memory functions in adolescents and adults. Twelve subtests are grouped under five memory scores: Verbal Memory, Visual Memory, General Memory, Attention/Concentration, and Delayed Recall. The WMS-R assesses memory for verbal and figural (visual) stimuli, meaningful and abstract material, and delayed as well as immediate recall.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Comments: The WMS-R is used primarily by clinicians.

Skills or Materials Required: Stopwatch and two black lead pencils with erasers are required in addition to the test materials.

Recommended Uses: The WMS-R is designed to investigate memory or memory loss in individuals between the ages of 16 to 69.

Focus of Assessment: Neuropsychological and related

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Comments: Whites, non-Whites, and geographic regions were included in the same proportions as in the 1980 U.S. census.

Gender: Male or female

Applicable Population(s): Psychopathological individuals

TECHNICAL ASPECTS

Reliability:

Internal consistency: Mean reliability coefficients across age groups for subtests ranged from .41 to .90 with a median value of .74. Overall mean coefficients for subtests across all age groups (N=306) ranged from .70 for Visual Memory to .90 for Attention/Concentration.

Inter-rater: The Inter-rater reliability coefficients for the Logical Memory Subtest and the Visual Reproduction Subtest were .99 and .97, respectively. Stability coefficients related to increasing age ranged from .80 to .93.

Validity:

Comments: Validity scores were not reported.

Norming Information: Fifty cases each of 6 age groups spanning 16 years 0 months to 74 years 11 months were selected. Only nonimpaired individuals were included in the sample.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services; Independent living

Reviewer Recommendation: Highly recommended

Comments: Holden reported that for the major domains of verbal and visual memory, the WMS-R will be a hard test to beat.

General Comments: Holden reported that the WMS-R can be used for all adolescents and adults to assess memory and memory loss, although it appeared to have been designed to assess individuals with a diagnosis of functional psychosis, depression, or any of a multitude or organically based conditions.

Weller-Strawser Scales of Adaptive Behavior for the Learning Disabled (WSSAB)

GENERAL INFORMATION

Publisher: Academic Therapy Publications

Date of Publication: 1981

Author: Carol Weller and Sherri Strawser

Review Information:

Thomas G. Haring, Assistant Professor of Special Education, University of California, Santa Barbara, CA.

Haring, T. G. (1989). Review of Well-Strawer Scales of Adaptive Behavior for the Learning Disabled. In J. C. Conoley & J. J. Kramer (Eds.), The Tenth Mental Measurements Yearbook (pp. 893-896). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: (1987) $33.00 per kit, including 25 elementary or secondary forms and manuals in vinyl folder; $15 per 50 elementary or secondary forms; $15 per manual; $15 per specimen set, including sample forms and manual.

Assessment Description: The WSSAB consists of five scales: Social coping, Relationships, Pragmatic Language, Production, and Total. Two descriptors are provided for each item and the test user indicates which descriptor is more accurate. The WSSAB is available for two levels: elementary and secondary. Each scale consists of 4 subscales and 35 items.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Recommended Uses: To assess the adaptive behavior of students with learning disabilities and discriminate students who have mild to moderate impairments in adaptive behavior from those with severe problems in adaptive behavior.

Focus of Assessment: Adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Grade Equivalent: Elementary and secondary aged students

Gender: Male or female

Applicable Population(s): Specific learning disability

TECHNICAL ASPECTS

Reliability:

Internal consistency: Split-half reliability ranged from .94 to .96 across the four subscales. Split half reliability for the entire scale was .99.

Comments: Haring indicated that the subtests of the WSSAB measured essentially the same trait. The main construct sampled is summarized as social maturity.

Validity:

Construct: Construct validity was assessed by computing point biserial correlations between the WWSAB scores of the norm sample and teachers' judgement of the severity of each individual's adaptive ability. The correlation between the WSSAB and the teachers' subjective evaluation was .99.

Comments: Intercorrelations between the subtests ranged from .88 to .91 with a median of .90. No data were provided to assess the relationship between the WSSAB and other numerical criteria such as other adaptive behavior scales, ratings of vocational preparation, community awareness, or popularity with peers.

Norming Information: Although WSSAB is norm-referenced, age or grade norms are not provided.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Independent living

Reviewer Recommendation: Not recommended

Comments: Haring reported that potential users of this test should be aware of its technical shortcomings and problems with content validity. In addition, Haring reported that the development of the norms was problematic due to small sample sizes, changes in the test from the initial version to the final version without new norm data, and the categorization of students into only two categories (moderate to severe vs. mild to moderate) without finer grade or age norms. Finally, Haring reported that the WSSAB was Not recommended for usage beyond grade school and users should be aware that the test represents a restricted portion of the adaptive behavior domain.

Whitaker Index of Schizophrenic Thinking (WIST)

GENERAL INFORMATION

Publisher: Western Psychological Services

Date of Publication: 1973-80

Author: Leighton C. Whitaker

Review Information:

Stephen G. Flanagan, Clinical Associate Professor of Psychology, The University of North Carolina at Chapel Hill, Chapel Hill, NC.

Flanagan, S. G. (1992). Review of Whitaker Index of Schizophrenic Thinking. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 1032-1035). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $29.50 per complete kit; $7.90 or less per 25 tests; $4.40 per scoring key; $14.20 per manual.

Administration Time: 20 minutes

Assessment Description: The WIST consists of two nonequivalent forms. Form A includes item content selected for its potential to arouse emotion or anxiety and Form B consists of neutral item content. Each form contains 25 multiple-choice items representing the following areas: similarities (9 items), word pairs (9 items), and new interventions (7 items).

Assessment Format: Individual

Assessment Type: Criterion-reference

Examiner: Restrictions

Recommended Uses: The WIST is used to measure degrees of schizophrenic thinking.

Focus of Assessment: Affective behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: 16 and above

Gender: Male or female

Applicable Population(s): Severe emotional disturbance

TECHNICAL ASPECTS

Reliability:

Internal consistency: Kuder-Richardson Formula 20 reliability coefficient was .77 on unweighted scores. Hoyt reliability coefficients on Form A and B were approximately .80, using unweighted scores.

Norming Information: The norming sample included 38 hospitalized acute and 44 chronic schizophrenic patients, 55 hospitalized nonschizophrenics, and a "normal" group of 50 individuals, including 26 maintenance workers and 24 college students.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment

Reviewer Recommendation: Recommended

Comments: Flanagan reported that the WIST may serve best as an economical objective measure of thinking impairment.

Wisconsin Behavior Rating Scale (WBRS)

GENERAL INFORMATION

Publisher: Central Wisconsin Center for the Developmentally Disabled

Date of Publication: 1979-83

Author: Agnes Song, Stephen Jones, Janet Lippert, Karin Metzgen, Jacqueline Miller, and Christopher Borreca

Review Information:

Pat Mirenda, Associate Professor of Special Education and Communication Disorders, University of Nebraska-Lincoln, Lincoln, NE; Harvey W. Switzky, Professor of Educational Psychology, Counseling, and Special Education, Northern Illinois University, DeKalb, IL.

Mirenda, P., & Switzky, H. W. (1992). Review of Wisconsin Behavior Rating Scale. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook (pp. 1037-1041). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $9 per 25 scales; $33.50 per 100 scales; $1.25 per specimen set including scale and manual.

Administration Time: 10-15 minutes

Assessment Description: The WBRS consists of 176 items typically be completed through an interview with an informant familiar with the target individual. The informant rates each item on a 0-2 scale.

Assessment Format: Group

Assessment Type: Norm reference and criterion-reference

Examiner: No restrictions

Recommended Uses: Focused on adaptive behavior, the WBRS is designed to provide assessment, intervention, and evaluation of individuals with severe and profound mental retardation functioning below the developmental level of 3 years.

Focus of Assessment: Adaptive behavior

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: Below developmental level of 3 years

Gender: Male or female

Applicable Population(s): Deaf; Deaf-blind; Severe or profound mental retardation; Multi-handicapped;

TECHNICAL ASPECTS

Reliability:

Inter-rater: Inter-rater reliability was assessed using a sample of 325 residents of a state institution. After a one-hour workshop, 109 professional staff paired as raters completed the scale within 2 to 21 days of each other. All correlation coeffieicints were .87 or greater.

Validity:

Concurrent: Correlations between the WBRS and the Fairview Self-Help Scale and a level of responsiveness index rating the developmental level of a subject were .93 and .84, respectively. Correlation between the WBRS and Vineland Social Maturity Scale was .97.

Norming Information: The WBRS was normed on a stratified random sample of 175 male and 150 female residents of a state institution for persons with mental retardation, ranging in age from 1-72 years of age.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training

Reviewer Recommendation: Recommended

Comments: Mirenda reported that the WBRS could be used as a general measure of overall functioning. Switzky reported that the WBRS is a good attempt to construct a functional developmental screening instrument focused on adaptive behavioral functioning of individuals with severe and profound mental retardation, and/or multiple handicaps, whose developmental level is below 3 years of age.

Work Aptitude: Profile and Practice Set

GENERAL INFORMATION

Publisher: Macmillan Education Ltd. (England)

Date of Publication: 1985

Author: Saville and Holdsworth Ltd.

Review Information:

Kevin R. Murphy, Professor of Psychology, Colorado State University, Fort Collins, CO.

Murphy, K. R. (1989). Review of Work Aptitude: Profile and Practice Set. In J. C. Conoley and J. J. Kramer (Eds.). The Tenth Mental Measurements Yearbook (pp. 919-921). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $18.95 per 5 test booklets, $3.75 per 30 answer sheets, $6.95 per scoring keys, $9.50 per teacher's manual, $10 per specimen set.

Administration Time: 5 minutes per test; 6 tests total 1 hour

Assessment Description: The test provides practice with a wide variety of item types and response formats in a nonthreatening situation. The six subtests cover work-related aptitudes: Using Words, Using Your Eyes, Working With Numbers, How Things Work, Being Accurate, and Thinking Logically.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: No restrictions

Recommended Uses: The test is a vocational counseling tool designed to help educational leavers who have minimum qualifications. It provides practice with standardized testing techniques, diagnoses strengths and weaknesses in work-related aptitudes, and suggests methods for developing current weaknesses.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Groups included - Not specified

Age Equivalents: For ages 15-17

Gender: Male or female

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Coefficients ranged from .50 to .92 with a mean of .75.

Validity:

Construct: Scale intercorrelations ranged from .39 to .70 with a mean of .53. Murphy indicated that it was not clear if the corellations were evidence in favor of, or against, its construct validity. He reported that if aptitudes were assumed to be orthogonal, these correlations would indicate a low level of validity.

Comments: Evidence for reliability and construct validity were based on a sample of 42 individuals.

Norming Information: Norming information was based on a sample of 589 individuals.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Postsecondary education; Vocational training; Integrated employment; Continuing and adult education; Adult services

Reviewer Recommendation: Recommended

Comments: Murphy reported that the Work Aptitude Profile and Practice Set is probably more useful as a practice test than as an instrument for diagnosis and development. According to Murphy, the test provides practice and familiarization for standardized tests for individuals entering the work world.

General Comments: Murphy reported that little evidence is presented that links specific strengths and weaknesses to chances for occupational success.

Work Interest Index (WII)

GENERAL INFORMATION

Publisher: Human Resources Center, University of Chicago

Date of Publication: 1959-1965

Author: M. E. Bachr, R. Renck, R. K. Burns, and R. W. Pranis

Review Information:

Bruce Shertzer, Professor of Education, Purdue University, West Lafayette, IN; Mary L. Tenopyr, Division Manager - Employment Research, American Telephone and Telegraph Company, New York, NY.

Shertzer, B., & Tenopyr, M. L. (1985). Review of Work Interest Index. In J. V. Mitchell, J. (Ed.), The Ninth Mental Measurements Yearbook (pp. 1777-1779). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska - Lincoln.

Cost: (1982) $8 per 20 tests; $4 per manual; $5 per specimen set

Administration Time: 10-20 min.

Assessment Description: The WII is a nonverbal interest inventory that demonstrates 96 pictures of men at work. An individual responds to the pictures on a like or dislike basis.

Assessment Format: Individual

Assessment Type: Norm reference

Examiner: Restrictions

Comments: The WII is used by counselors and employment agencies.

Skills or Materials Required: The WII requires one form, manual, and score sheet; separate answer sheets may be used.

Recommended Uses: The WII is designed to identify an individual's pattern of occupational interests, for use in the selection and placement of personnel in industry.

Focus of Assessment: Career interest

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Grade Equivalent: 7-12, college, and adults

Gender: Male

Applicable Population(s): Not specified

TECHNICAL ASPECTS

Reliability:

Internal consistency: Internal consistency ranged from .65 to .89.

Validity:

Norming Information: The normative group consisted of 674 indstruial personnel. According to Shertzer, the norm group appeared to be markedly limited, given the 12 interest factors, and descriptive statements about group characteristics were sparse.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; integrated employment

Reviewer Recommendation: Not recommended

General Comments: Shertzer reported that information on the validity of the index was based on rational evidence (i.e. factor validity), and believed empirical measures of validity should be obtained. Shertzer also reported that the WII and its manual did not represent women. He indicated that the norm group was small and confined to industrial personnel and the manual contained sexist terminology. Tenopyr mentioned that there was no evidence of criterion-related validity that would support the use of the inventory for personnel selection.

Work Personality Profile (WPP)

GENERAL INFORMATION

Publisher: Arkansas Research and Training Center in Vocational Rehabilitation

Date of Publication: 1986

Author: Brian Bolton and Richard Roessler

Review Information:

Ralph O. Mueller, Assistant Professor of Educational Research and Measurement, and Paula J. Dupuy, Assistant Professor of Counselor and Human Services Education, University of Toledo, Toledo, OH.

Mueller, R. O., & Dupuy, P. J. (1992). Work Personality Profile. In J. J. Kramer and J. C. Conoley (Eds.), The Eleventh Mental Measurements Yearbook, (pp. 1046-1047). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Cost: $5.00 per manual (40 pages); $10 per floppy disk; $5 per 50 tests; $17 per specimen set (including manual, diskette, and 50 tests).

Administration Time: 5-10 minutes

Assessment Description: The WPP is an observational rating instrument that consists of 58 behaviorally-oriented items that are rated by using a 4-point scale. The four rating anchors range from "a definite strength, and employability asset" (4) to "a problem area, will definitely limit the person's chances for employment" (1).

Assessment Format: Individual

Assessment Type: Norm-reference; Criterion-reference

Examiner: The WPP is administered by a vocational evaluator.

Recommended Uses: The WPP is designed to assess fundamental work role requirements that are essential to achievement and maintenance of suitable employment.

Focus of Assessment: Vocational skills or aptitudes

POPULATION CHARACTERISTICS

Ethnicity of Norming Population:

Primary ethnic group - Not specified

Age Equivalent: 14-Adult

Gender: Male or female

Applicable Population(s): Vocational rehabilitation clients

TECHNICAL ASPECTS

Reliability:

Internal Consistency: The reviewer reported that coefficient alpha estimates for the 11 primary scales ranged from .71 to .92. In addition, the reviewer reported that the five factor scales correlations ranged from .83 to .91.

Inter-rater: The reviewer reported that correlations for the 11 primary scales ranged from .17 to .60 and the correlations for the five factor scales ranged from .44 to .62.

Test-Retest: The reviewer reported that correlations from week 2 to week 4 (n=61) for the 11 primary scales ranged from .76 to .90 and the correlations for the five factor scales ranged from .84 to .89.

Validity:

Concurrent: The validity sample consisted of 181 clients of a comprehensive rehabilitation center. The reviewer reported that correlations with standard aptitude, interest, and personality measures indicated substantial relationships between the APP scales and cognitive ability; modest relationships with vocational interests; and virtual independence of the normal personality sphere.

Predictive: The viewers indicated that the WPP was predictive of successful service outcomes using two criteria of vocational adjustment (i.e., completion of vocational training programs and related general competence during vocational training).

Comments: The reviewers reported that content-related validity was provided in the development section of the manual; limited construct validity of the rational scales was provided.

Norming Information: The reviewers indicated that the normative sample was comprised of 243 subjects with physical, intellectual, and emotional conditions.

RECOMMENDATIONS

Applicable Transition Outcome Area(s): Vocational training; integrated employment

Reviewer Recommendation: Recommended

General Comments: The reviewers suggested that the WPP served as a helpful criterion-referenced diagnostic tool; however, its usefulness for norm-referenced applications is limited due to weak descriptions of the normative sample and should be used with caution.

Appendix

Assessment Information Data Form

ASSESSMENT INFORMATION DATA FORM

I. GENERAL INFORMATION

ASSESSMENT TITLE: ______________________________

____

PUBLISHED: _____ YES _____ NO

PUBLISHER OR DEVELOPER: ______________________________

DATE OF PUBLICATION: ______________ OR DEVELOPMENT: ______________

AUTHOR: ______________________________

REVIEWED: _____ YES _____ NO

REVIEWER AND CITATION: ______________________________

____

____

____

____

____

____

COST: ______________________________

____

____

____

ADMINISTRATION TIME: ______________________________

ASSESSMENT DESCRIPTION: ______________________________

____

____

____

____

ASSESSMENT FORMAT:

_____ INDIVIDUAL

_____ GROUP

_____ BOTH

ASSESSMENT TYPE:

_____ NORM-REFERENCE

_____ CRITERION-REFERENCE

_____ MINIMUM COMPETENCY

_____ OTHER SPECIFY: _______________

EXAMINER:

_____ NO RESTRICTIONS

_____ RESTRICTIONS COMMENTS: _______________

SKILLS OR MATERIALS REQUIRED: _______________

RECOMMENDED USES: _______________

II. FOCUS OF ASSESSMENT

_____ INTELLIGENCE AND RELATED
_____ NEUROPSYCHOLOGICAL AND RELATED
_____ ACADEMIC ACHIEVEMENT
_____ EXPRESSIVE LANGUAGE
_____ RECEPTIVE LANGUAGE
_____ SPEECH
_____ HEARING
_____ PERCEPTUAL MOTOR
_____ ADAPTIVE BEHAVIOR
_____ AFFECTIVE BEHAVIOR
_____ VOCATIONAL SKILLS OR APTITUDES
_____ CAREER INTEREST
_____ SOCIAL SKILLS
_____ LIFESTYLE OR CONSUMER SATISFACTION
_____ DAILY LIVING AND OTHER SURVIVAL SKILLS
_____ PERSONALITY

III. POPULATION CHARACTERISTICS

ETHNICITY: NORMING POPULATION

PRIMARY	INCLUDED	
_____	_____	ANGLO OR OTHER EUROPEAN
_____	_____	AFRO AMERICAN
_____	_____	HISPANIC
_____	_____	ORIENTAL OR PACIFIC ISLANDER
_____	_____	NATIVE AMERICAN INCLUDING ESKIMO OR ALEUT
_____	_____	ALL OTHERS
_____	_____	NOT SPECIFIED

COMMENTS: ____

____

____

____

____

AGE EQUIVALENTS: ____________________

GRADE EQUIVALENTS: ____________________

GENDER: _____ MALE _____ FEMALE _____ EITHER

APPLICABLE POPULATIONS: (CHECK ALL THAT APPLY)

_____ DEAF

_____ DEAF-BLIND

_____ HEARING IMPAIRMENT

_____ MILD MENTAL RETARDATION

_____ MODERATE MENTAL RETARDATION

_____ SEVERE OR PROFOUND MENTAL RETARDATION

_____ MULTI-HANDICAPPED

_____ ORTHOPEDIC IMPAIRMENT

_____ OTHER HEALTH IMPAIRMENT

_____ SEVERE EMOTIONAL DISTURBANCE

_____ SPECIFIC LEARNING DISABILITY

_____ SPEECH IMPAIRMENT

_____ VISUAL HANDICAP

_____ AUTISM

_____ TRAUMATIC BRAIN INJURY

_____ NOT SPECIFIED

_____ OTHER PLEASE SPECIFY: ____________________________

IV. TECHNICAL ASPECTS

RELIABILITY:

A. INTERNAL CONSISTENCY: ______________________

B. INTER-RATER: ______________________

C. TEST-RETEST: ______________________

COMMENTS: ______________________

VALIDITY:

A. CONTENT:____

B. CONSTRUCT:______________________________________

C. CONCURRENT:_____________________________________

D. PREDICTIVE:_____________________________________

COMMENTS:

NORMING INFORMATION:

STANDARDIZATION:

V. APPLICABLE TRANSITION OUTCOME AREA

_____ POSTSECONDARY EDUCATION
_____ VOCATIONAL TRAINING
_____ INTEGRATED EMPLOYMENT
_____ CONTINUING AND ADULT EDUCATION
_____ ADULT SERVICES
_____ INDEPENDENT LIVING
_____ COMMUNITY PARTICIPATION

COMMENTS: ______________________________

VI. GENERAL COMMENTS: ______________________________

VII. REVIEWER RECOMMENDATION:

_____ HIGHLY RECOMMENDED

_____ RECOMMENDED

_____ NOT RECOMMENDED

COMMENTS: ______________________________

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